

## Structure and Style for Students

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

### Illinois Learning Standards

#### Language Arts

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE  | Key Ideas and Details  |
|---------------------------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE  | Craft and Structure  |
|---------------------------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE  | Integration of Knowledge and Ideas   |
|---------------------------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

| LEARNING STANDARD / DISCIPLINE | Range of Reading and Level of Text Complexity |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.R.<br>10   | Read and comprehend complex literary and informational texts independently and proficiently.   |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |  |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |   | <b>Production and Distribution of Writing</b>  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Writing</b>                |  |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |   | <b>Research to Build and Present Knowledge</b>   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.W.<br>8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                        |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |  |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |   | <b>Comprehension and Collaboration</b>   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>L.1   | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.               |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Speaking and Listening</b> |  |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |   | <b>Presentation of Knowledge and Ideas</b>   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>L.4   | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE            | CCRA.S<br>L.6   | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| <b>STATE GOAL /<br/>DISCIPLINARY<br/>CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Language</b>               |  |
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>    |   | <b>Conventions of Standard English</b>   |

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Fluency</b> |
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| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
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| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
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| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| STANDARD | W.4.9.b | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
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| STANDARD | SL.4.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
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| STANDARD | SL.4.1.b | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| STANDARD | SL.4.1.c | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
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| STANDARD | SL.4.1.d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
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| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

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| LEARNING STANDARD / DISCIPLINE  |       | Knowledge of Language  |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| STANDARD | L.4.3.c | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

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| LEARNING STANDARD / DISCIPLINE  |       | Vocabulary Acquisition and Use   |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |

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| STANDARD | L.4.4.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                 |       |  |
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| LEARNING STANDARD / DISCIPLINE  |       | Vocabulary Acquisition and Use   |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

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| LEARNING STANDARD / DISCIPLINE |  | Key Ideas and Details |
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|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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|                                       |              |   |
|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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|---|--|----------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Craft and Structure</b> |
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|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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|---|--|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
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|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

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|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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|---------------------------------------|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

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| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Production and Distribution of Writing</b>  |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.W.<br>4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.W.<br>5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.W.<br>6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                  |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Research to Build and Present Knowledge</b>  |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.W.<br>8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.W.<br>9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Range of Writing</b>   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Comprehension and Collaboration</b>   |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**



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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
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DESCRIPTOR / CONTENT DISCIPLINE    RI.4.1    Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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|---|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE                 | RI.4.2        | Determine the main idea of a text and explain how it is supported by key details; summarize the text.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b>        |               |  |
| <b>Reading Standards for Informational Text</b> |               |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>           |               | <b>Craft and Structure</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE                 | RI.4.4        | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  |
| DESCRIPTOR / CONTENT DISCIPLINE                 | RI.4.5        | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b>        |               |  |
| <b>Reading Standards for Informational Text</b> |               |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>           |               | <b>Integration of Knowledge and Ideas</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE                 | RI.4.7        | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| DESCRIPTOR / CONTENT DISCIPLINE                 | RI.4.8        | Explain how an author uses reasons and evidence to support particular points in a text.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b>        |               |  |
| <b>Reading Standards for Informational Text</b> |               |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>           |               | <b>Range of Reading and Level of Text Complexity</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE                 | RI.4.10       | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.                             |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b>        |               |  |
| <b>Reading Standards: Foundational Skills</b>   |               |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>           |               | <b>Fluency</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>          | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| STANDARD  | RF.4.4.a      | Read on-level text with purpose and understanding.   |

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| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Text Types and Purposes</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |

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

**Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
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|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------|-------|--|

|                                 |       |   |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |       |   |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|  |              |  |
|--|--------------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Research to Build and Present Knowledge</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

STANDARD W.4.9.b Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
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| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>SL.4.1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b> |
|--|---------------|---|

STANDARD SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

STANDARD SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

STANDARD SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|---------------------------------------|--|--|

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|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
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|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                 |       |   |
|---------------------------------|-------|---|
| LEARNING STANDARD / DISCIPLINE  |       | <b>Knowledge of Language</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.3 | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

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| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
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| STANDARD | L.4.3.c | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                 |       |   |
|---------------------------------|-------|---|
| LEARNING STANDARD / DISCIPLINE  |       | <b>Vocabulary Acquisition and Use</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.4 | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

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| STANDARD | L.4.4.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                |  |                                       |
|--------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------|--|---------------------------------------|

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|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                |  |                              |
|--------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Key Ideas and Details</b> |
|--------------------------------|--|------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                |  |                            |
|--------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Craft and Structure</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 6 | Assess how point of view or purpose shapes the content and style of a text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                |  |   |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE |  | <b>Integration of Knowledge and Ideas</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                |  |  |
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| LEARNING STANDARD / DISCIPLINE |  | <b>Range of Reading and Level of Text Complexity</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

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|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Text Types and Purposes</b> |
|--------------------------------|--|--------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Presentation of Knowledge and Ideas</b>   |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.S<br>L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.S<br>L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Conventions of Standard English</b>   |
|---|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.L.<br>1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.L.<br>2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Knowledge of Language</b>  |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Vocabulary Acquisition and Use</b>   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Literature**



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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

|                                       |  |  |
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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Fluency</b> |
|---------------------------------------|--|----------------|

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| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
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| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
|----------|----------|--|

|          |          |  |
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| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |  |
|--|--------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.3</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b> |
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| STANDARD | W.4.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| STANDARD | W.4.3.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations.                              |
| STANDARD | W.4.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely.   |
| STANDARD | W.4.3.e | Provide a conclusion that follows from the narrated experiences or events.   |

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
|---------------------------------|-------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
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|  |              |  |
|--|--------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
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|          |         |   |
|----------|---------|---|
| STANDARD | W.4.9.a | Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Range of Writing  |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Comprehension and Collaboration   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Presentation of Knowledge and Ideas  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.          |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Conventions of Standard English</b>  |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>             |
| STANDARD                               | L.4.1.d      | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| STANDARD                               | L.4.1.f      | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.                               |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Conventions of Standard English</b>  |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
| STANDARD                               | L.4.2.a      | Use correct capitalization.   |
| STANDARD                               | L.4.2.d      | Spell grade-appropriate words correctly, consulting references as needed.   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Knowledge of Language</b>  |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>   |
| STANDARD                               | L.4.3.a      | Choose words and phrases to convey ideas precisely.   |
| STANDARD                               | L.4.3.b      | Choose punctuation for effect.  |
| STANDARD                               | L.4.3.c      | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Vocabulary Acquisition and Use</b>   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

|  |                                       |  |
|--|---------------------------------------|--|
| STANDARD                                 | L.4.4.a                               | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>             |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    | <b>Vocabulary Acquisition and Use</b> |  |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.4.6                                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

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

**Illinois Learning Standards  
Language Arts  
Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013**

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

|                                       |                              |  |
|---------------------------------------|------------------------------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> | <b>Key Ideas and Details</b> |  |
| DESCRIPTOR / CONTENT DISCIPLINE       | CCRA.R. 2                    | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE       | CCRA.R. 3                    | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

|                                       |                            |  |
|---------------------------------------|----------------------------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> | <b>Craft and Structure</b> |  |
| DESCRIPTOR / CONTENT DISCIPLINE       | CCRA.R. 4                  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR / CONTENT DISCIPLINE       | CCRA.R. 5                  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| DESCRIPTOR / CONTENT DISCIPLINE       | CCRA.R. 6                  | Assess how point of view or purpose shapes the content and style of a text.  |

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Reading**

|                                       |   |  |
|---------------------------------------|---|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> | <b>Integration of Knowledge and Ideas</b> |  |
|---------------------------------------|---|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                |  |   |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE |  | Range of Reading and Level of Text Complexity |
|--------------------------------|--|---|

|                                 |            |  |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------|------------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                |  |                         |
|--------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Text Types and Purposes |
|--------------------------------|--|-------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                |  |  |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                |  |   |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE |  | Research to Build and Present Knowledge |
|--------------------------------|--|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S.L.1    Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S.L.4    Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.S.L.6    Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.1    Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L.2    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
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|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

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|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|



|                                 |         |  |
|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------------------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards: Foundational Skills**

|                                 |        |  |
|---------------------------------|--------|--|
| LEARNING STANDARD / DISCIPLINE  |        | <b>Fluency</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.4.4 | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |

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| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
|----------|----------|--|

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| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------|----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

|                                 |       |  |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE  |       | <b>Text Types and Purposes</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.3 | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b> |

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|----------|---------|--|
| STANDARD | W.4.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
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| STANDARD | W.4.3.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
|----------|---------|---|

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| STANDARD | W.4.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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| STANDARD | W.4.3.e | Provide a conclusion that follows from the narrated experiences or events. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

|                                |  |   |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE |  | <b>Production and Distribution of Writing</b> |
|--------------------------------|--|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------|-------|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---------------------------------|-------|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
|---------------------------------|-------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
|---------------------------------|-------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

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|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.9 | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
|---------------------------------|-------|--|

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|----------|---------|---|
| STANDARD | W.4.9.a | Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------------------|--------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b> |
|---------------------------------|--------|---|

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| STANDARD | SL.4.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
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|----------|----------|--|
| STANDARD | SL.4.1.b | Follow agreed-upon rules for discussions and carry out assigned roles. |
|----------|----------|--|

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|----------|----------|---|
| STANDARD | SL.4.1.c | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
|----------|----------|---|

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|----------|----------|--|
| STANDARD | SL.4.1.d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
|----------|----------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|--|--------------|---|

STANDARD

L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|--------------|---|

STANDARD

L.4.2.a Use correct capitalization.

STANDARD

L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---|--|------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|--|--------------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |
|--|--------------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | L.4.4.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
|----------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|---------------------------------|-------|--|

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 5    Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Speaking and Listening**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Speaking and Listening**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---------------------------------|-----------|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                |  |                              |
|--------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Knowledge of Language</b> |
|--------------------------------|--|------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                |  |                                       |
|--------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------|--|---------------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

|                                |  |                              |
|--------------------------------|--|------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Key Ideas and Details</b> |
|--------------------------------|--|------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

|                                |  |                            |
|--------------------------------|--|----------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Craft and Structure</b> |
|--------------------------------|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |         |  |
|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------------------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

|                                       |  |                |
|---------------------------------------|--|----------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Fluency</b> |
|---------------------------------------|--|----------------|

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| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
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| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
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| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |
|--|--------------|---|



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| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |       |  |
|---|-------|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |       | <b>Production and Distribution of Writing</b>  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |       |   |
|---|-------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |       | <b>Research to Build and Present Knowledge</b>  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |         |  |
|---|---------|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |         | <b>Research to Build and Present Knowledge</b>   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.9   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>   |
| STANDARD                                      | W.4.9.b | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |                         |
|---|--|-------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---|--|-------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                 |        |   |
|---------------------------------|--------|---|
| LEARNING STANDARD / DISCIPLINE  |        | <b>Comprehension and Collaboration</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b> |

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| STANDARD | SL.4.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| STANDARD | SL.4.1.b | Follow agreed-upon rules for discussions and carry out assigned roles.   |
| STANDARD | SL.4.1.c | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.                      |
| STANDARD | SL.4.1.d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   |

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                |  |  |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE |  | <b>Comprehension and Collaboration</b> |
|--------------------------------|--|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                |  |  |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE |  | <b>Presentation of Knowledge and Ideas</b> |
|--------------------------------|--|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
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|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                |  |  |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE |  | <b>Conventions of Standard English</b> |
|--------------------------------|--|--|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|--|--------------|---|

STANDARD L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

STANDARD L.4.2.a Use correct capitalization.

STANDARD L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

STANDARD L.4.3.a Choose words and phrases to convey ideas precisely.

STANDARD L.4.3.b Choose punctuation for effect.

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

STANDARD L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|---------------------------------|-------|--|

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

**Illinois Learning Standards  
Language Arts  
Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013**

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------|-----------|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 6 | Assess how point of view or purpose shapes the content and style of a text. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 6    Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 9    Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S  
L.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S  
L.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S  
L.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.  
1

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

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.  
2

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---|--|------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.  
3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
|---------------------------------|--------|--|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
|---------------------------------|--------|--|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |         |  |
|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------------------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

|                                       |  |                |
|---------------------------------------|--|----------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Fluency</b> |
|---------------------------------------|--|----------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
|---------------------------------|--------|---|

|          |          |  |
|----------|----------|--|
| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
|----------|----------|--|

|          |          |  |
|----------|----------|--|
| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------|----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|  |              |  |
|--|--------------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Text Types and Purposes</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.3</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b> |

|          |         |  |
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| STANDARD | W.4.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
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|----------|---------|---|
| STANDARD | W.4.3.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
|----------|---------|---|

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|----------|---------|--|
| STANDARD | W.4.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
|----------|---------|--|

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|----------|---------|--|
| STANDARD | W.4.3.e | Provide a conclusion that follows from the narrated experiences or events. |
|----------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------|-------|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---------------------------------|-------|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
|---------------------------------|-------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
|---------------------------------|-------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**



|  |              |  |
|--|--------------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Research to Build and Present Knowledge</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

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

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT** **Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

|  |               |   |
|--|---------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>SL.4.1</b> | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b> |
|--|---------------|---|

STANDARD SL.4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.

STANDARD SL.4.1.c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

STANDARD SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STATE GOAL / DISCIPLINARY CONCEPT** **Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL / DISCIPLINARY CONCEPT** **Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|---------------------------------------|--|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
|---------------------------------|--------|---|

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|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                 |       |   |
|---------------------------------|-------|---|
| LEARNING STANDARD / DISCIPLINE  |       | <b>Conventions of Standard English</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.1 | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

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|----------|---------|---|
| STANDARD | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
|----------|---------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                 |       |   |
|---------------------------------|-------|---|
| LEARNING STANDARD / DISCIPLINE  |       | <b>Conventions of Standard English</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.2 | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|          |         |                             |
|----------|---------|-----------------------------|
| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
|----------|---------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                 |       |   |
|---------------------------------|-------|---|
| LEARNING STANDARD / DISCIPLINE  |       | <b>Knowledge of Language</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.3 | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

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

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                |  |                                       |
|--------------------------------|--|---------------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Vocabulary Acquisition and Use</b> |
|--------------------------------|--|---------------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |
|--|--------------|---|

STANDARD L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 6 Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 6    Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 9    Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|   |  |                         |
|---|--|-------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---|--|-------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S.L.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S.L.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.S.L.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---|--|------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
|---------------------------------|--------|--|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
|---------------------------------|--------|--|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Literature**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |         |  |
|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------------------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards: Foundational Skills**

|                                 |        |  |
|---------------------------------|--------|--|
| LEARNING STANDARD / DISCIPLINE  |        | <b>Fluency</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE | RF.4.4 | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |

|          |          |  |
|----------|----------|--|
| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
|----------|----------|--|

|          |          |  |
|----------|----------|--|
| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------|----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

|                                 |       |  |
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| LEARNING STANDARD / DISCIPLINE  |       | <b>Text Types and Purposes</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.3 | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b> |

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| STANDARD | W.4.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
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| STANDARD | W.4.3.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
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| STANDARD | W.4.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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| STANDARD | W.4.3.e | Provide a conclusion that follows from the narrated experiences or events. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Writing Standards**

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| LEARNING STANDARD / DISCIPLINE |  | <b>Production and Distribution of Writing</b> |
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|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------|-------|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
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|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |  |
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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
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|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | W.4.9 | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
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| STANDARD | W.4.9.a | Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |                         |
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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

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

**Speaking and Listening Standards**

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|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

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|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

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|--|--------------|---|
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
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| STANDARD | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

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| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
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| STANDARD | L.4.2.a | Use correct capitalization. |
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| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---|--|------------------------------|

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| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
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STANDARD L.4.3.a Choose words and phrases to convey ideas precisely.

STANDARD L.4.3.b Choose punctuation for effect.

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

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

**LEARNING STANDARD / DISCIPLINE**

**Vocabulary Acquisition and Use**

**DESCRIPTOR / CONTENT DISCIPLINE**

**L.4.4**

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**

STANDARD L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

**LEARNING STANDARD / DISCIPLINE**

**Vocabulary Acquisition and Use**

**DESCRIPTOR / CONTENT DISCIPLINE**

L.4.6

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

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

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

**LEARNING STANDARD / DISCIPLINE**

**Key Ideas and Details**

**DESCRIPTOR / CONTENT DISCIPLINE**

CCRA.R.  
2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**DESCRIPTOR / CONTENT DISCIPLINE**

CCRA.R.  
3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 5    Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 6    Assess how point of view or purpose shapes the content and style of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
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DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
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|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Presentation of Knowledge and Ideas</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

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

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| STANDARD | W.4.3.e | Provide a conclusion that follows from the narrated experiences or events. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |   |
|---|--|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|                                       |       |  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------------|-------|--|

|                                       |       |   |
|---------------------------------------|-------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---------------------------------------|-------|---|

|                                       |       |  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
|---------------------------------------|-------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---|--|--|

|                                       |       |   |
|---------------------------------------|-------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
|---------------------------------------|-------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
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| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
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|          |         |   |
|----------|---------|---|
| STANDARD | W.4.9.a | Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |                         |
|---|--|-------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---|--|-------------------------|

|                                       |        |   |
|---------------------------------------|--------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------------------------|--------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Comprehension and Collaboration   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Presentation of Knowledge and Ideas  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.4 | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.          |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Conventions of Standard English  |
|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                        | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.            |



**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

STANDARD L.4.2.a Use correct capitalization.

STANDARD L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

STANDARD L.4.3.a Choose words and phrases to convey ideas precisely.

STANDARD L.4.3.b Choose punctuation for effect.

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

STANDARD L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.6</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b> |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Key Ideas and Details</b>   |
|---|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Craft and Structure</b>   |
|---|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Integration of Knowledge and Ideas</b>  |
|---|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Reading**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Range of Reading and Level of Text Complexity</b>   |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****College and Career Readiness Anchor Standards for Writing**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|
|---|--|--------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    RI.4.1    Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

DESCRIPTOR / CONTENT DISCIPLINE    RI.4.2    Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    RI.4.4    Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

|                                       |        |  |
|---------------------------------------|--------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |        | <b>Integration of Knowledge and Ideas</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text.  |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

|                                       |         |  |
|---------------------------------------|---------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |         | <b>Range of Reading and Level of Text Complexity</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards: Foundational Skills**

|  |               |  |
|--|---------------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Fluency</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>                         |
| STANDARD                               | RF.4.4.a      | Read on-level text with purpose and understanding.   |
| STANDARD                               | RF.4.4.c      | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Text Types and Purposes</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>   |
| STANDARD                               | W.4.2.a      | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD                               | W.4.2.b      | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                               | W.4.2.d      | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |       | <b>Production and Distribution of Writing</b>  |
|---|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |       | <b>Research to Build and Present Knowledge</b>  |
|---|-------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |       | <b>Research to Build and Present Knowledge</b>   |
|---|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.9 | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

STANDARD W.4.9.b Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |        | <b>Range of Writing</b>   |
|---|--------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    SL.4.2    Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|--|--------------|---|

STANDARD            L.4.1.f            Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|--------------|---|

STANDARD            L.4.2.a            Use correct capitalization.

STANDARD            L.4.2.d            Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|--|--------------|---|

STANDARD            L.4.3.a            Choose words and phrases to convey ideas precisely.

STANDARD            L.4.3.b            Choose punctuation for effect.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |
|--|--------------|---|

|  |                                       |  |
|--|---------------------------------------|--|
| STANDARD   | L.4.4.a                               | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b>           | <b>Language Standards</b>             |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>              | <b>Vocabulary Acquisition and Use</b> |  |
| DESCRIPTOR / CONTENT DISCIPLINE                    | L.4.6                                 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96 |                                       |  |

**Illinois Learning Standards**  
**Language Arts**  
Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

|  |  |  |
|--|--|--|
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    | <b>Key Ideas and Details</b>                                     |  |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.R. 2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.R. 3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                          |

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| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    | <b>Craft and Structure</b>                                       |  |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.R. 4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.R. 5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

|  |  |  |
|--|--|--|
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>College and Career Readiness Anchor Standards for Reading</b> |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    | <b>Integration of Knowledge and Ideas</b>                        |  |
| DESCRIPTOR / CONTENT DISCIPLINE          | CCRA.R. 7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|   |  |                                |
|---|--|--------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|   |  |   |
|---|--|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---|--|--|

DESCRIPTOR /  
CONTENT  
DISCIPLINE

CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|   |  |                         |
|---|--|-------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---|--|-------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |          |  |
|---------------------------------|----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|                                 |          |   |
|---------------------------------|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |          |   |
|---------------------------------|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|----------|---|

|                                 |          |   |
|---------------------------------|----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
|---------------------------------|--------|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
|---------------------------------|--------|---|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
|---------------------------------|--------|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |         |  |
|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------------------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

|                                       |  |                |
|---------------------------------------|--|----------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Fluency</b> |
|---------------------------------------|--|----------------|

|  |               |  |
|--|---------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
|--|---------------|--|

|          |          |  |
|----------|----------|--|
| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
|----------|----------|--|

|          |          |  |
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| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------|----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Text Types and Purposes</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
|---------------------------------|-------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|  |              |  |
|--|--------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
|--|--------------|--|

|          |         |  |
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| STANDARD | W.4.9.b | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). |
|----------|---------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    W.4.10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    SL.4.2    Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|  |       |   |
|--|-------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.1 | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|--|-------|---|

STANDARD    L.4.1.f    Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|  |       |   |
|--|-------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.2 | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|-------|---|

STANDARD    L.4.2.a    Use correct capitalization.

STANDARD    L.4.2.d    Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|  |       |   |
|--|-------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.3 | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|--|-------|---|

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|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |       | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | L.4.4 | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

|          |         |  |
|----------|---------|--|
| STANDARD | L.4.4.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|                                       |       |  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|---------------------------------------|-------|--|

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

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------------|--------------|--|

|                                       |              |   |
|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|---------------------------------------|--------------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |                            |
|---|--|----------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|                                       |              |   |
|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------------|--------------|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |            |  |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Writing

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Language

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Language

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Language

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.L. 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

| <b>LEARNING STANDARD / DISCIPLINE</b> |        | <b>Key Ideas and Details</b>   |
|---------------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text.                            |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

| <b>LEARNING STANDARD / DISCIPLINE</b> |        | <b>Craft and Structure</b>  |
|---------------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.                                 |
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

| <b>LEARNING STANDARD / DISCIPLINE</b> |        | <b>Integration of Knowledge and Ideas</b>  |
|---------------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text.  |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

| <b>LEARNING STANDARD / DISCIPLINE</b> |         | <b>Range of Reading and Level of Text Complexity</b>   |
|---------------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE       | RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards: Foundational Skills**

|  |               |  |
|--|---------------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Fluency</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |

|          |          |  |
|----------|----------|--|
| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
|----------|----------|--|

|          |          |  |
|----------|----------|--|
| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------|----------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Text Types and Purposes</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
|----------|---------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------|---------|--|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------|-------|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---------------------------------|-------|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
|---------------------------------|-------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|  |   |   |
|--|---|---|
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.8                                   | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.                                     |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Writing Standards</b>                |   |
| LEARNING STANDARD / DISCIPLINE           |   | Research to Build and Present Knowledge   |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.9                                   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                 | W.4.9.b                                 | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Writing Standards</b>                |   |
| LEARNING STANDARD / DISCIPLINE           |   | Range of Writing  |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.10                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Speaking and Listening Standards</b> |   |
| LEARNING STANDARD / DISCIPLINE           |   | Comprehension and Collaboration   |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.4.2                                  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |   |
| LEARNING STANDARD / DISCIPLINE           |   | Conventions of Standard English   |
| DESCRIPTOR / CONTENT DISCIPLINE          | L.4.1                                   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                 | L.4.1.f                                 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |   |
| LEARNING STANDARD / DISCIPLINE           |   | Conventions of Standard English   |

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|--------------|---|

|          |         |                             |
|----------|---------|-----------------------------|
| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
|----------|---------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|--|--------------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |
|--|--------------|---|

|          |         |  |
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| STANDARD | L.4.4.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
|----------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|---------------------------------|-------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------|-----------|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |            |  |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------|------------|--|

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
|---------------------------------|--------|--|

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|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
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|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Reading Standards for Informational Text**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
|---------------------------------|--------|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |  |
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| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |         |  |
|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------------------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

|                                       |  |                |
|---------------------------------------|--|----------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Fluency</b> |
|---------------------------------------|--|----------------|

|  |               |  |
|--|---------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
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| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
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|          |          |  |
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| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |
|--|--------------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
|----------|---------|---|

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| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
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| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|---------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|



|  |              |  |
|--|--------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.4        | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.5        | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.6        | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |              | <b>Writing Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |              | <b>Research to Build and Present Knowledge</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.8        | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |              | <b>Writing Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |              | <b>Research to Build and Present Knowledge</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>   |
| STANDARD                                 | W.4.9.b      | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |              | <b>Writing Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |              | <b>Range of Writing</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.10       | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |              | <b>Speaking and Listening Standards</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |              | <b>Comprehension and Collaboration</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.4.2       | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

STANDARD      L.4.1.f      Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

STANDARD      L.4.2.a      Use correct capitalization.

STANDARD      L.4.2.d      Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

STANDARD      L.4.3.a      Choose words and phrases to convey ideas precisely.

STANDARD      L.4.3.b      Choose punctuation for effect.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

STANDARD      L.4.4.a      Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    L.4.6    Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Illinois Learning Standards  
Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 2    Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 3    Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |            |  |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------|------------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
|---------------------------------|--------|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
|---------------------------------|--------|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |         |  |
|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|---------------------------------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

|                                       |  |                |
|---------------------------------------|--|----------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Fluency</b> |
|---------------------------------------|--|----------------|

|  |               |  |
|--|---------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
|--|---------------|--|

|          |          |  |
|----------|----------|--|
| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
|----------|----------|--|

|          |          |  |
|----------|----------|--|
| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------|----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |
|--|--------------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
|----------|---------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------|---------|--|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |   |
|---|--|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|                                       |       |  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------------|-------|--|

|                                       |       |   |
|---------------------------------------|-------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---------------------------------------|-------|---|

|                                       |       |  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
|---------------------------------------|-------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---|--|--|

|                                       |       |   |
|---------------------------------------|-------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
|---------------------------------------|-------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---|--|--|

|  |              |  |
|--|--------------|--|
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
|--|--------------|--|

|          |         |  |
|----------|---------|--|
| STANDARD | W.4.9.b | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). |
|----------|---------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |                         |
|---|--|-------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---|--|-------------------------|

|  |   |   |
|--|---|---|
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.10                                  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Speaking and Listening Standards</b> |   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |   | <b>Comprehension and Collaboration</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.4.2                                  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |   | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | L.4.1                                   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>   |
| STANDARD                                 | L.4.1.d                                 | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).   |
| STANDARD                                 | L.4.1.f                                 | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |   | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | L.4.2                                   | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>   |
| STANDARD                                 | L.4.2.a                                 | Use correct capitalization.   |
| STANDARD                                 | L.4.2.d                                 | Spell grade-appropriate words correctly, consulting references as needed.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>               |   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |   | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | L.4.3                                   | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>   |
| STANDARD                                 | L.4.3.a                                 | Choose words and phrases to convey ideas precisely.   |
| STANDARD                                 | L.4.3.b                                 | Choose punctuation for effect.  |



**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

STANDARD L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |  |
|--|--------------|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.5</b> | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> |

STANDARD L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 6    Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 8    Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 2    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |        | <b>Key Ideas and Details</b>   |
|---|--------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text.                            |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |        | <b>Craft and Structure</b>  |
|---|--------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |        | <b>Integration of Knowledge and Ideas</b>  |
|---|--------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text.  |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |         | <b>Range of Reading and Level of Text Complexity</b>   |
|---|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards: Foundational Skills**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Fluency</b> |
|---|--|----------------|
|---|--|----------------|

|  |               |  |
|--|---------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
|--|---------------|--|

STANDARD RF.4.4.a Read on-level text with purpose and understanding.

STANDARD RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |
|--|--------------|---|

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

STANDARD W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

STANDARD W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

DESCRIPTOR / CONTENT DISCIPLINE W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

**STATE GOAL / DISCIPLINARY CONCEPT** **Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|  |              |  |
|--|--------------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Research to Build and Present Knowledge</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

STANDARD      W.4.9.b      Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE      W.4.10      Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE      SL.4.2      Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

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

STANDARD      L.4.1.f      Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|--------------|---|

|          |         |                             |
|----------|---------|-----------------------------|
| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
|----------|---------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|--|--------------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |
|--|--------------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | L.4.4.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
|----------|---------|--|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.4.c | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
|----------|---------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|---------------------------------|-------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 2    Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 3    Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 4    Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 7    Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.R. 10    Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**



|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Literature**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |         |  |
|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

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| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

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|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

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|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards for Informational Text**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

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|---------------------------------|---------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | RI.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Reading Standards: Foundational Skills**

|                                       |  |                |
|---------------------------------------|--|----------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Fluency</b> |
|---------------------------------------|--|----------------|

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| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
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| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
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| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

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|--|--------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.3</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b> |
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| STANDARD | W.4.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
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| STANDARD | W.4.3.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
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| STANDARD | W.4.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------|-------|--|

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|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---------------------------------|-------|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
|---------------------------------|-------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|  |              |  |
|--|--------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
|--|--------------|--|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.9.a | Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). |
|----------|---------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | W.4.9.b | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). |
|----------|---------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |       | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.1 | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |

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

STANDARD L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL / DISCIPLINARY CONCEPT** Language Standards

|  |       |   |
|--|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |       | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.2 | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

STANDARD L.4.2.a Use correct capitalization.

STANDARD L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL / DISCIPLINARY CONCEPT** Language Standards

|  |       |   |
|--|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |       | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.3 | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

STANDARD L.4.3.a Choose words and phrases to convey ideas precisely.

STANDARD L.4.3.b Choose punctuation for effect.

**STATE GOAL / DISCIPLINARY CONCEPT** Language Standards

|  |       |   |
|--|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |       | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.4 | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

STANDARD L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STATE GOAL / DISCIPLINARY CONCEPT** Language Standards

|                                       |       |  |
|---------------------------------------|-------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |       | <b>Vocabulary Acquisition and Use</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE       | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

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

**Illinois Learning Standards  
Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

|                                 |            |  |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.R. 10 | Read and comprehend complex literary and informational texts independently and proficiently. |
|---------------------------------|------------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Literature**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    RL.4.1    Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

DESCRIPTOR / CONTENT DISCIPLINE    RL.4.3    Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Literature**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    RL.4.10    By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards: Foundational Skills**

|                                       |  |                |
|---------------------------------------|--|----------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Fluency</b> |
|---------------------------------------|--|----------------|



|  |               |  |
|--|---------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
|--|---------------|--|

|          |          |  |
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| STANDARD | RF.4.4.a | Read on-level text with purpose and understanding. |
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| STANDARD | RF.4.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |  |
|--|--------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.3</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b> |
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| STANDARD | W.4.3.a | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
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| STANDARD | W.4.3.b | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
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| STANDARD | W.4.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------|-------|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---------------------------------|-------|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
|---------------------------------|-------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|  |              |  |
|--|--------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.9</b> | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |
|--|--------------|--|

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|----------|---------|---|
| STANDARD | W.4.9.a | Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|   |  |                         |
|---|--|-------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---|--|-------------------------|

DESCRIPTOR / W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a  
CONTENT single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  
DISCIPLINE

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---|--|--|

DESCRIPTOR / SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,  
CONTENT quantitatively, and orally.  
DISCIPLINE

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

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|--|-------|---|
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | L.4.1 | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|--|-------|---|

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

STANDARD L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|  |       |   |
|--|-------|---|
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | L.4.2 | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|-------|---|

STANDARD L.4.2.a Use correct capitalization.

STANDARD L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---|--|------------------------------|

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| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
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STANDARD L.4.3.a Choose words and phrases to convey ideas precisely.

STANDARD L.4.3.b Choose punctuation for effect.

**STATE GOAL / DISCIPLINARY CONCEPT** **Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

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|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |
|--|--------------|---|

STANDARD L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STATE GOAL / DISCIPLINARY CONCEPT** **Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL / DISCIPLINARY CONCEPT** **College and Career Readiness Anchor Standards for Reading**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

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|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|---------------------------------------|--------------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |   |
|---|--|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

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|---------------------------------------|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|   |  |                                |
|---|--|--------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|   |  |   |
|---|--|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------------|--------------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    RI.4.1    Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

DESCRIPTOR / CONTENT DISCIPLINE    RI.4.2    Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    RI.4.4    Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

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|--|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.6        | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Reading Standards for Informational Text</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Integration of Knowledge and Ideas</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.7        | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.8        | Explain how an author uses reasons and evidence to support particular points in a text.  |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.9        | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Reading Standards for Informational Text</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Range of Reading and Level of Text Complexity</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.10       | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.                             |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Reading Standards: Foundational Skills</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Fluency</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| STANDARD                                 | RF.4.4.a      | Read on-level text with purpose and understanding.   |
| STANDARD                                 | RF.4.4.c      | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Text Types and Purposes</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>W.4.2</b>  | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  |

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |       |  |
|---------------------------------------|-------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |       | <b>Production and Distribution of Writing</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |       |   |
|---------------------------------------|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |       | <b>Research to Build and Present Knowledge</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |         |  |
|---------------------------------------|---------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |         | <b>Research to Build and Present Knowledge</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.9   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>   |
| STANDARD                              | W.4.9.b | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|



|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                 |        |  |
|---------------------------------|--------|--|
| LEARNING STANDARD / DISCIPLINE  |        | Comprehension and Collaboration  |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |

|          |          |  |
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| STANDARD | SL.4.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
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| STANDARD | SL.4.1.b | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| STANDARD | SL.4.1.c | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
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| STANDARD | SL.4.1.d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                |  |                                 |
|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Comprehension and Collaboration |
|--------------------------------|--|---------------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                |  |                                     |
|--------------------------------|--|-------------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Presentation of Knowledge and Ideas |
|--------------------------------|--|-------------------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |       |  |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE  |       | Conventions of Standard English  |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| STANDARD | L.4.1.d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
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|          |         |   |
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| STANDARD | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

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| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

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| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

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|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
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| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |              | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | <b>L.4.4</b> | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

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| STANDARD | L.4.4.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|                                       |       |  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|---------------------------------------|-------|--|

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

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |                            |
|---|--|----------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|                                       |              |   |
|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------------|--------------|---|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |   |
|---|--|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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|                                       |              |   |
|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 10 Read and comprehend complex literary and informational texts independently and proficiently.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Writing

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Writing

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Writing

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**STATE GOAL / DISCIPLINARY CONCEPT** College and Career Readiness Anchor Standards for Writing

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.W. 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Speaking and Listening**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |               | <b>Comprehension and Collaboration</b>   |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.S<br>L.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Conventions of Standard English</b>   |
|---|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.L.<br>2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Knowledge of Language</b>  |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |              | <b>Vocabulary Acquisition and Use</b>   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards for Informational Text**

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Reading Standards: Foundational Skills**

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|--|---------------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |               | <b>Fluency</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>                         |
| STANDARD                               | RF.4.4.a      | Read on-level text with purpose and understanding.   |
| STANDARD                               | RF.4.4.c      | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Text Types and Purposes</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>   |
| STANDARD                               | W.4.2.a      | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD                               | W.4.2.b      | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                               | W.4.2.d      | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Production and Distribution of Writing</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.4</b> | <b>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.5</b> | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.6</b> | <b>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</b> |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                 |       |  |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE  |       | <b>Research to Build and Present Knowledge</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.9 | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b> |

|          |         |  |
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| STANDARD | W.4.9.b | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                |  |                         |
|--------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Range of Writing</b> |
|--------------------------------|--|-------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Speaking and Listening Standards**

|                                 |        |   |
|---------------------------------|--------|---|
| LEARNING STANDARD / DISCIPLINE  |        | <b>Comprehension and Collaboration</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.1 | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b> |

|          |          |  |
|----------|----------|--|
| STANDARD | SL.4.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
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| STANDARD | SL.4.1.b | Follow agreed-upon rules for discussions and carry out assigned roles. |
|----------|----------|--|

|          |          |   |
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| STANDARD | SL.4.1.c | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
|----------|----------|---|

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| STANDARD | SL.4.1.d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
|----------|----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Speaking and Listening Standards**

|                                |  |  |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE |  | <b>Comprehension and Collaboration</b> |
|--------------------------------|--|--|



|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                |  |                                     |
|--------------------------------|--|-------------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Presentation of Knowledge and Ideas |
|--------------------------------|--|-------------------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                |  |                                 |
|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Conventions of Standard English |
|--------------------------------|--|---------------------------------|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---------------------------------|-------|--|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.1.d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
|----------|---------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
|----------|---------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                |  |                                 |
|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Conventions of Standard English |
|--------------------------------|--|---------------------------------|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-------|--|

|          |         |                             |
|----------|---------|-----------------------------|
| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                |  |                       |
|--------------------------------|--|-----------------------|
| LEARNING STANDARD / DISCIPLINE |  | Knowledge of Language |
|--------------------------------|--|-----------------------|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
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|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.b | Choose punctuation for effect.  |
| STANDARD | L.4.3.c | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |       | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | L.4.4 | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

STANDARD L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DESCRIPTOR / CONTENT DISCIPLINE CCRA.R. 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |                            |
|---|--|----------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---|--|----------------------------|

|                                       |              |   |
|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---------------------------------------|--------------|---|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |   |
|---|--|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Integration of Knowledge and Ideas</b> |
|---|--|---|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Reading**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Range of Reading and Level of Text Complexity</b> |
|---|--|--|

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|---------------------------------------|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|   |  |                                |
|---|--|--------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---|--|--------------------------------|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|   |  |   |
|---|--|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---|--|---|

|                                       |              |  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------------|--------------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Research to Build and Present Knowledge</b> |
|---------------------------------------|--|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Speaking and Listening**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

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|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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|                                 |            |  |
|---------------------------------|------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.S L.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 3    Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 4    Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Key Ideas and Details</b> |
|---------------------------------------|--|------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    RI.4.1    Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

DESCRIPTOR / CONTENT DISCIPLINE    RI.4.2    Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Reading Standards for Informational Text**

|                                       |  |                            |
|---------------------------------------|--|----------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Craft and Structure</b> |
|---------------------------------------|--|----------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    RI.4.4    Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

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|--|---------------|--|
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.6        | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Reading Standards for Informational Text</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Integration of Knowledge and Ideas</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.7        | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.8        | Explain how an author uses reasons and evidence to support particular points in a text.  |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.9        | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Reading Standards for Informational Text</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Range of Reading and Level of Text Complexity</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE          | RI.4.10       | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.                             |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Reading Standards: Foundational Skills</b>  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Fluency</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>RF.4.4</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| STANDARD                                 | RF.4.4.a      | Read on-level text with purpose and understanding.   |
| STANDARD                                 | RF.4.4.c      | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> |               | <b>Writing Standards</b>   |
| <b>LEARNING STANDARD / DISCIPLINE</b>    |               | <b>Text Types and Purposes</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>W.4.2</b>  | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  |

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| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |       |  |
|---------------------------------------|-------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |       | <b>Production and Distribution of Writing</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |       |   |
|---------------------------------------|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |       | <b>Research to Build and Present Knowledge</b>  |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |         |  |
|---------------------------------------|---------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |         | <b>Research to Build and Present Knowledge</b>   |
| DESCRIPTOR / CONTENT DISCIPLINE       | W.4.9   | <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>   |
| STANDARD                              | W.4.9.b | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                 |        |  |
|---------------------------------|--------|--|
| LEARNING STANDARD / DISCIPLINE  |        | Comprehension and Collaboration  |
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |

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| STANDARD | SL.4.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
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| STANDARD | SL.4.1.b | Follow agreed-upon rules for discussions and carry out assigned roles. |
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| STANDARD | SL.4.1.c | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
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| STANDARD | SL.4.1.d | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

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|--------------------------------|--|---------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Comprehension and Collaboration |
|--------------------------------|--|---------------------------------|

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|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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**STATE GOAL / DISCIPLINARY CONCEPT**

**Speaking and Listening Standards**

|                                |  |                                     |
|--------------------------------|--|-------------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | Presentation of Knowledge and Ideas |
|--------------------------------|--|-------------------------------------|

|                                 |        |  |
|---------------------------------|--------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
|---------------------------------|--------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**Language Standards**

|                                 |       |  |
|---------------------------------|-------|--|
| LEARNING STANDARD / DISCIPLINE  |       | Conventions of Standard English  |
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |



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| STANDARD | L.4.1.d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
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| STANDARD | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |       | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | L.4.2 | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

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|----------|---------|-----------------------------|
| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

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| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
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**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |       | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | L.4.3 | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

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

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b>  |       | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | L.4.4 | <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b> |

|          |         |  |
|----------|---------|--|
| STANDARD | L.4.4.a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
|----------|---------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|---------------------------------|-------|--|

UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                |  |                                |
|--------------------------------|--|--------------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Text Types and Purposes</b> |
|--------------------------------|--|--------------------------------|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                |  |   |
|--------------------------------|--|---|
| LEARNING STANDARD / DISCIPLINE |  | <b>Production and Distribution of Writing</b> |
|--------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                |  |                         |
|--------------------------------|--|-------------------------|
| LEARNING STANDARD / DISCIPLINE |  | <b>Range of Writing</b> |
|--------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                |  |  |
|--------------------------------|--|--|
| LEARNING STANDARD / DISCIPLINE |  | <b>Conventions of Standard English</b> |
|--------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Text Types and Purposes</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
|----------|---------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------|---------|--|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|---------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|---------------------------------|-------|--|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---------------------------------|-------|---|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
|---------------------------------|-------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Writing Standards**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |        |   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------------------------|--------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Speaking and Listening Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Comprehension and Collaboration</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    SL.4.2    Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.1</b> | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> |
|--|--------------|---|

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

STANDARD    L.4.1.e    Form and use prepositional phrases.

STANDARD    L.4.1.f    Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|--------------|---|

STANDARD    L.4.2.a    Use correct capitalization.

STANDARD    L.4.2.d    Spell grade-appropriate words correctly, consulting references as needed.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                              |
|---------------------------------------|--|------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---------------------------------------|--|------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|--|--------------|---|

STANDARD    L.4.3.a    Choose words and phrases to convey ideas precisely.

STANDARD    L.4.3.b    Choose punctuation for effect.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    L.4.6    Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Illinois Learning Standards  
Language Arts  
Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013**

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 2    Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 3    Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 5    Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 6    Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STATE GOAL / DISCIPLINARY CONCEPT**                      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.W. 10    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 2    Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Language**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

DESCRIPTOR / CONTENT DISCIPLINE    CCRA.L. 6    Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |
|--|--------------|---|

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

STANDARD    W.4.2.b    Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

STANDARD    W.4.2.d    Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |  |
|--|--------------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.3</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b> |
|--|--------------|--|

STANDARD    W.4.3.a    Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

STANDARD    W.4.3.b    Use dialogue and description to develop experiences and events or show the responses of characters to situations.

STANDARD    W.4.3.d    Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |       | <b>Production and Distribution of Writing</b>  |
|---|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Writing Standards**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |        | <b>Range of Writing</b>   |
|---|--------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Speaking and Listening Standards**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |        | <b>Comprehension and Collaboration</b>  |
|---|--------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT****Language Standards**

| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |         | <b>Conventions of Standard English</b>  |
|---|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         | L.4.1   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>             |
| STANDARD                                      | L.4.1.d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| STANDARD                                      | L.4.1.e | Form and use prepositional phrases.   |
| STANDARD                                      | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.                               |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |       | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.2 | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|          |         |                             |
|----------|---------|-----------------------------|
| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |       | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.3 | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---------------------------------------|--|---------------------------------------|

|                                 |       |  |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|---------------------------------|-------|--|

UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|                                 |          |  |
|---------------------------------|----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---------------------------------|----------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**



|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |
|--|--------------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
|----------|---------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------|---------|--|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |       | Production and Distribution of Writing   |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Range of Writing  |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Comprehension and Collaboration   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Conventions of Standard English   |
|---------------------------------|---------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.1   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>             |
| STANDARD                        | L.4.1.d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| STANDARD                        | L.4.1.e | Form and use prepositional phrases.   |
| STANDARD                        | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.                               |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |       | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.2 | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|          |         |                             |
|----------|---------|-----------------------------|
| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |   |
|--|-------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |       | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.3 | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |       |  |
|--|-------|--|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |       | <b>Vocabulary Acquisition and Use</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

**Illinois Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |          |  |
|--|----------|--|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | CCRA.W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|--|----------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                       |  |   |
|---------------------------------------|--|---|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Production and Distribution of Writing</b> |
|---------------------------------------|--|---|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
|---------------------------------|-----------|---|

|                                 |           |   |
|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---------------------------------|-----------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

|                                       |  |                         |
|---------------------------------------|--|-------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Range of Writing</b> |
|---------------------------------------|--|-------------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

|                                       |  |  |
|---------------------------------------|--|--|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---------------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |              |   |
|--|--------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>W.4.2</b> | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |
|--|--------------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
|----------|---------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------|---------|--|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------|---------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | W.4.2.e | Provide a concluding statement or section related to the information or explanation presented. |
|----------|---------|--|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |       | Production and Distribution of Writing   |
|---------------------------------|-------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Writing Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Range of Writing  |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Speaking and Listening Standards**

| LEARNING STANDARD / DISCIPLINE  |        | Comprehension and Collaboration   |
|---------------------------------|--------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

| LEARNING STANDARD / DISCIPLINE  |         | Conventions of Standard English   |
|---------------------------------|---------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | L.4.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                    |
| STANDARD                        | L.4.1.d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| STANDARD                        | L.4.1.e | Form and use prepositional phrases.   |
| STANDARD                        | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.                               |

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Conventions of Standard English</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.2</b> | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |

|          |         |                             |
|----------|---------|-----------------------------|
| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Knowledge of Language</b>  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.3</b> | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|  |              |   |
|--|--------------|---|
| <b>LEARNING STANDARD / DISCIPLINE</b>  |              | <b>Vocabulary Acquisition and Use</b>   |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>L.4.6</b> | <b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b> |

UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

**Illinois Learning Standards  
Language Arts**

Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

|                                       |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>LEARNING STANDARD / DISCIPLINE</b> |  | <b>Text Types and Purposes</b> |
|---------------------------------------|--|--------------------------------|

|  |                 |   |
|--|-----------------|---|
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b> | <b>CCRA.W.2</b> | <b>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |
|--|-----------------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**College and Career Readiness Anchor Standards for Writing**

| LEARNING STANDARD / DISCIPLINE |  | Production and Distribution of Writing |
|--------------------------------|--|--|
|--------------------------------|--|--|

|                                 |           |  |
|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---------------------------------|-----------|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
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|---------------------------------|-----------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Writing**

| LEARNING STANDARD / DISCIPLINE |  | Range of Writing |
|--------------------------------|--|------------------|
|--------------------------------|--|------------------|

|                                 |            |   |
|---------------------------------|------------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.W. 10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|---------------------------------|------------|---|

**STATE GOAL / DISCIPLINARY CONCEPT**      **College and Career Readiness Anchor Standards for Language**

| LEARNING STANDARD / DISCIPLINE |  | Conventions of Standard English |
|--------------------------------|--|---------------------------------|
|--------------------------------|--|---------------------------------|

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|---------------------------------|-----------|--|
| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---------------------------------|-----------|--|

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| DESCRIPTOR / CONTENT DISCIPLINE | CCRA.L. 2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---------------------------------|-----------|--|

**STATE GOAL / DISCIPLINARY CONCEPT**      **Writing Standards**

| LEARNING STANDARD / DISCIPLINE |  | Text Types and Purposes |
|--------------------------------|--|-------------------------|
|--------------------------------|--|-------------------------|

|                                 |       |   |
|---------------------------------|-------|---|
| DESCRIPTOR / CONTENT DISCIPLINE | W.4.2 | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b> |
|---------------------------------|-------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | W.4.2.a | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
|----------|---------|---|

|          |         |  |
|----------|---------|--|
| STANDARD | W.4.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------|---------|--|

|  |   |  |
|--|---|--|
| STANDARD                                 | W.4.2.d                                       | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| STANDARD                                 | W.4.2.e                                       | Provide a concluding statement or section related to the information or explanation presented.   |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Writing Standards</b>                      |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    | <b>Production and Distribution of Writing</b> |  |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Writing Standards</b>                      |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    | <b>Range of Writing</b>                       |  |
| DESCRIPTOR / CONTENT DISCIPLINE          | W.4.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Speaking and Listening Standards</b>       |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    | <b>Comprehension and Collaboration</b>        |  |
| DESCRIPTOR / CONTENT DISCIPLINE          | SL.4.2  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| <b>STATE GOAL / DISCIPLINARY CONCEPT</b> | <b>Language Standards</b>                     |  |
| <b>LEARNING STANDARD / DISCIPLINE</b>    | <b>Conventions of Standard English</b>        |  |
| <b>DESCRIPTOR / CONTENT DISCIPLINE</b>   | <b>L.4.1</b>                                  | <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>  |
| STANDARD                                 | L.4.1.d                                       | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).  |



|          |         |                                     |
|----------|---------|-------------------------------------|
| STANDARD | L.4.1.e | Form and use prepositional phrases. |
|----------|---------|-------------------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.1.f | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |  |
|---|--|--|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Conventions of Standard English</b> |
|---|--|--|

|  |       |   |
|--|-------|---|
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | L.4.2 | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |
|--|-------|---|

|          |         |                             |
|----------|---------|-----------------------------|
| STANDARD | L.4.2.a | Use correct capitalization. |
|----------|---------|-----------------------------|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.2.d | Spell grade-appropriate words correctly, consulting references as needed. |
|----------|---------|---|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                              |
|---|--|------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Knowledge of Language</b> |
|---|--|------------------------------|

|  |       |   |
|--|-------|---|
| <b>DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINE</b> | L.4.3 | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> |
|--|-------|---|

|          |         |   |
|----------|---------|---|
| STANDARD | L.4.3.a | Choose words and phrases to convey ideas precisely. |
|----------|---------|---|

|          |         |                                |
|----------|---------|--------------------------------|
| STANDARD | L.4.3.b | Choose punctuation for effect. |
|----------|---------|--------------------------------|

**STATE GOAL /  
DISCIPLINARY  
CONCEPT**

**Language Standards**

|   |  |                                       |
|---|--|---------------------------------------|
| <b>LEARNING<br/>STANDARD /<br/>DISCIPLINE</b> |  | <b>Vocabulary Acquisition and Use</b> |
|---|--|---------------------------------------|

|                                       |       |  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|---------------------------------------|-------|--|