## Main Criteria: Structure and Style for Students Secondary Criteria: Illinois Learning Standards Subject: Language Arts

Grade: 4

# 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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Production and Distribution of Writing
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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 Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
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
LEARNING ST ANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English

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
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
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		Vocabulary Acquisition and Use
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
DISCIPLINARY		Reading Standards for Informational Text Key Ideas and Details
LEARNING ST AND ARD /	RI.4.1	-
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	RI.4.1 RI.4.2	Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT		Key Ideas and Details         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		Key Ideas and Details         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.         Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
DISCIPLINARY		Reading Standards: Foundational Skills Fluency
LEARNING STANDARD /	RF.4.4	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	<b>RF.4.4</b> RF.4.4.a	Fluency
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Fluency Read with sufficient accuracy and fluency to support comprehension.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	RF.4.4.a	Fluency         Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	RF.4.4.a	Fluency         Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	RF.4.4.a	Fluency         Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.         Writing Standards

LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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	

Speaking and Listening Standards

LEARNING ST ANDARD / 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

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

LEARNING ST ANDARD / 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 ST ANDARD / 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		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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 ST ANDARD / 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 2: WRITING FROM NOTES Week 2 Page 17-22
		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 ST ANDARD / 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
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. 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.

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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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.
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
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 Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
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

LEARNING ST ANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
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
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING ST ANDARD / DISCIPLINE		Craft and Structure
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
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING ST ANDARD / DISCIPLINE		Fluency
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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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		Research to Build and Present Knowledge
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

LEARNING ST ANDARD / 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").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / 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	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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD	L.4.3.a	Choose words and phrases to convey ideas precisely.
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 ST ANDARD / 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 2: WRITING FROM NOTES Week 3 Page 23-30
		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 ST ANDARD / 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.
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
LEARNING ST ANDARD / 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
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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / 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 Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
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.

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

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
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
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
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		Vocabulary Acquisition and Use
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

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING STANDARD / DISCIPLINE		Craft and Structure
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
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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		Fluency
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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes

DESCRIPTOR / CONTENT DISCIPLINE	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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
LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
LEARNING ST ANDARD / 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.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 ST ANDARD / 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	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 ST ANDARD / 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 ST ANDARD / 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.

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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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 / Language Standards DISCIPLINARY CONCEPT

L.4.3.b

DESCRIPTOR /

CONTENT DISCIPLINE

STANDARD

LEARNING<br/>STANDARD /<br/>DISCIPLINEVocabulary Acquisition and UseDESCRIPTOR /<br/>CONTENT<br/>DISCIPLINEL.4.4Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br/>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 ST ANDARD / 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 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
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.
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
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 ST ANDARD / 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 ST ANDARD / 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.

STATE GOAL /
DISCIPLINARY
CONCEPT

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

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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	C	college and Career Readiness Anchor Standards for Speaking and Listening
		Dress station of Knowledge and Ideas

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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.
	0004.0	

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

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

LEARNING<br/>DISCIPLINEConventions of Standard EnglishDESCRIPTOR /<br/>CONTENT<br/>DISCIPLINECCRA.L.<br/>1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>1DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINECCRA.L.<br/>2Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE GOAL /	College and Ca	areer Readiness	Anchor Standard	ls for Language
DISCIPLINARY				
CONCEPT				

LEARNING ST ANDARD / DISCIPLINE

CONCEPT

Knowledge of Language

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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING STANDARD / DISCIPLINE		Craft and Structure
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
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

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

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

LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
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.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 ST ANDARD / 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 ST ANDARD / 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.

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		Conventions of Standard English
ST ANDARD / DISCIPLINE		
STANDARD /	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.4.1 L.4.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards
STANDARD / DISCIPLINEDESCRIPT OR / CONT ENT DISCIPLINESTANDARDSTATE GOAL / DISCIPLINARY CONCEPTLEARNING STANDARD / DISCIPLINEDESCRIPT OR / CONTENT	L.4.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English capitalization, punctuation, and
ST AND ARD / DISCIPLINEDESCRIPT OR / CONT ENT DISCIPLINESTANDARDSTATE GOAL / DISCIPLINARY CONCEPTLEARNING STANDARD / DISCIPLINEDESCRIPT OR / CONT ENT DISCIPLINE	L.4.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	L.4.1.f L.4.2 L.4.2.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         Use correct capitalization.

DESCRIPT OR <i>I</i> CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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
DESCRIPT OR / 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 ST ANDARD / 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 2: WRITING FROM NOTES Week 5 Page 39-46
		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 ST ANDARD / 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 ST ANDARD / 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
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. 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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
LEARNING ST ANDARD / 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 Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English

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
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
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		Vocabulary Acquisition and Use
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
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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

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
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING STANDARD / DISCIPLINE		Fluency
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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
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").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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

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

#### STATE GOAL / Language Standards DISCIPLINARY CONCEPT

L.4.1.f

LEARNING ST ANDARD / 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.
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.
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 ST ANDARD / 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	Vocabulary Acquisit

Vocabulary Acquisition and Use

CONTENT DISCIPLINE

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

		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.
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
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 ST ANDARD / 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 ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / 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.

DISCIPLINE

LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
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
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT	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 /	CCRA.S	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
CONTENT	L.6	indicated or appropriate.
DISCIPLINE		

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

LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
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 /	College and Career Readiness Anchor Standards for Language
DISCIPLINARY	
CONCEPT	

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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 /	College and Career Readiness Anchor Standards for Language
DISCIPLINARY	······································
CONCEPT	

Vocabulary Acquisition and Use

DESCRIPTOR / CORA.L.       CCRA.L.       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 / DISCIPLINE       CCRA.L.       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 is gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression         STATE GOAL / DISCIPLINE       Reading Standards for Literature         LEARNING STANDARD / DISCIPLINE       Key Ideas and Details         DESCRIPTOR / RL.4.1       Refer to details and examples in a text when explaining what the text says explicitly and when drawing inference	
CONTENT DISCIPLINE       6       reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence is gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression         STATE GOAL / DISCIPLINARY CONCEPT       Reading Standards for Literature         LEARNING STANDARD / DISCIPLINE       Key Ideas and Details	
DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE Key Ideas and Details	n
STANDARD / DISCIPLINE	
DESCRIPTOR / PL 4.1 Refer to dotails and examples in a text when explaining what the text save explicitly and when drawing inference	
CONTENT from the text. DISCIPLINE	es.
DESCRIPTOR / RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CONTENT DISCIPLINE	
DESCRIPTOR /       RL.4.3       Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a CONTENT         CONTENT       character's thoughts, words, or actions).         DISCIPLINE	L
STATE GOAL / Reading Standards for Literature DISCIPLINARY CONCEPT	
LEARNING Craft and Structure STANDARD / DISCIPLINE Craft and Structure	
DESCRIPTOR /       RL.4.6       Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.         DISCIPLINE       DISCIPLINE	n
ST AT E GOAL / Reading Standards for Literature DISCIPLINARY CONCEPT	
LEARNING Range of Reading and Level of Text Complexity STANDARD / DISCIPLINE	
DESCRIPTOR /       RL.4.10       By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5         CONTENT       complexity band proficiently, with scaffolding as needed at the high end of the range.         DISCIPLINE	text
STATE GOAL / Reading Standards: Foundational Skills DISCIPLINARY CONCEPT	
LEARNING Fluency ST AND ARD / DISCIPLINE Fluency	
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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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
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		Research to Build and Present Knowledge
STANDARD /	W.4.8	Research to Build and Present Knowledge 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

LEARNING ST ANDARD / 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.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 ST ANDARD / 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	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 ST ANDARD / 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 ST ANDARD / 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
LEARNING ST ANDARD / 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.
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.
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 ST ANDARD / 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 7 Page 53-60
		Illinois Learning Standards
		Language Arts Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013
STATE GOAL /		College and Career Readiness Anchor Standards for Reading
DISCIPLINARY CONCEPT		Conege 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 ST ANDARD / 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.
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

LEARNING ST ANDARD / 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
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 ST ANDARD / 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
DISCIPLINARY		College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing
DISCIPLINARY CONCEPT LEARNING ST ANDARD /	CCRA.W. 4	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	4	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
DISCIPLINARY CONCEPT	4 CCRA.W. 5	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE	4 CCRA.W. 5 CCRA.W.	Production and Distribution of Writing         Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DISCIPLINARY CONCEPT	4 CCRA.W. 5 CCRA.W.	Production and Distribution of Writing         Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STATE GOAL /
DISCIPLINARY
CONCEPT

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

LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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	C	college and Career Readiness Anchor Standards for Speaking and Listening
		Dress station of Knowledge and Ideas

LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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.
	0004.0	

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

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

LEARNING<br/>DISCIPLINEConventions of Standard EnglishDESCRIPTOR /<br/>CONTENT<br/>DISCIPLINECCRA.L.<br/>1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>1DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINECCRA.L.<br/>2Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STATE GOAL /	College and Ca	areer Readiness	Anchor Standard	ls for Language
DISCIPLINARY				
CONCEPT				

LEARNING ST ANDARD / DISCIPLINE

CONCEPT

Knowledge of Language

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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING STANDARD / DISCIPLINE		Craft and Structure
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
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity

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

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

LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
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.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 ST ANDARD / 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 ST ANDARD / 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.

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		Conventions of Standard English
ST ANDARD / DISCIPLINE		
STANDARD /	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	L.4.1 L.4.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards
STANDARD / DISCIPLINEDESCRIPT OR / CONT ENT DISCIPLINESTANDARDSTATE GOAL / DISCIPLINARY CONCEPTLEARNING STANDARD / DISCIPLINEDESCRIPT OR / CONTENT	L.4.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English capitalization, punctuation, and
ST AND ARD / DISCIPLINEDESCRIPT OR / CONT ENT DISCIPLINESTANDARDSTATE GOAL / DISCIPLINARY CONCEPTLEARNING STANDARD / DISCIPLINEDESCRIPT OR / CONT ENT DISCIPLINE	L.4.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	L.4.1.f L.4.2 L.4.2.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         Use correct capitalization.

DESCRIPT OR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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.
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
LEARNING ST ANDARD / 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
ST ANDARD /	CCRA.R. 10	Range of Reading and Level of Text Complexity Read and comprehend complex literary and informational texts independently and proficiently.
DESCRIPTOR / CONTENT		
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST ATE GOAL / DISCIPLINARY		Read and comprehend complex literary and informational texts independently and proficiently.
ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEST AT E GOAL / DISCIPLINARY CONCEPTLEARNING ST ANDARD /	10	Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing
ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEST AT E GOAL / DISCIPLINARY CONCEPTLEARNING ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT	10 CCRA.W.	Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details
ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEST AT E GOAL / DISCIPLINARY CONCEPTLEARNING ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEST AT E GOAL / DISCIPLINEST AT E GOAL / DISCIPLINE	10 CCRA.W.	Read and comprehend complex literary and informational texts independently and proficiently.         College and Career Readiness Anchor Standards for Writing         Text Types and Purposes         Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Writing
LEARNING ST ANDARD / 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 Speaking and Listening
LEARNING STANDARD / DISCIPLINE		Comprehension and Collaboration
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
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
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

LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
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
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING ST ANDARD / DISCIPLINE		Craft and Structure
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
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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 /		Fluency
DISCIPLINE		
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / CONTENT	<b>RF.4.4</b> RF.4.4.a	Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.
DESCRIPTOR / CONTENT DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.a	Read on-level text with purpose and understanding.
DESCRIPT OR / CONT ENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	RF.4.4.a	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DESCRIPT OR / CONT ENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	RF.4.4.a	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
DESCRIPT OR / CONT ENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	RF.4.4.a RF.4.4.c	Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.         Writing Standards         Text Types and Purposes         Write narratives to develop real or imagined experiences or events using effective technique,
DESCRIPTOR / CONTENT DISCIPLINE STANDARD STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE	RF.4.4.a RF.4.4.c W.4.3	Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.         Writing Standards         Text Types and Purposes         Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.         Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event

STANDARD	W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
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.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.

LEARNING ST ANDARD / 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 ST ANDARD / 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.

## STATE GOAL / DISCIPLINARY CONCEPT

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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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 ST ANDARD / 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).

## STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Reading

CONCEPT		
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 ST ANDARD / 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
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 ST ANDARD / DISCIPLINE		Text Types and Purposes

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		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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English
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

LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
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		Vocabulary Acquisition and Use
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
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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	RI.4.1 RI.4.2	
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT		from the text.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY		from the text. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT		from the text. Determine the main idea of a text and explain how it is supported by key details; summarize the text. Reading Standards for Informational Text

STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING		Fluency
ST ANDARD / DISCIPLINE		
	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
DISCIPLINE DESCRIPTOR / CONTENT	<b>RF.4.4</b> RF.4.4.a	-
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Read with sufficient accuracy and fluency to support comprehension.
DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	RF.4.4.a	Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.
DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY	RF.4.4.a	Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	RF.4.4.a	Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.         Writing Standards
DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	RF.4.4.a RF.4.4.c	Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.         Writing Standards         Text Types and Purposes
DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE	RF.4.4.a RF.4.4.c	Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.         Writing Standards         Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,

## STATE GOAL / Writing Standards DISCIPLINARY CONCEPT LEARNING **Production and Distribution of Writing** STANDARD / DISCIPLINE DESCRIPTOR / W/44 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and CONTENT audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) DISCIPLINE DESCRIPTOR / W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, CONTENT and editing. DISCIPLINE DESCRIPTOR / W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as CONTENT well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a DISCIPLINE minimum of one page in a single sitting. STATE GOAL / Writing Standards DISCIPLINARY CONCEPT LEARNING Research to Build and Present Knowledge STANDARD / DISCIPLINE DESCRIPTOR / W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes CONTENT and categorize information, and provide a list of sources. DISCIPLINE STATE GOAL / Writing Standards DISCIPLINARY CONCEPT I FARNING Research to Build and Present Knowledge

ST ANDARD / 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").

STATE GOAL / DISCIPLINARY CONCEPT	Writing	Standards
LEARNING ST ANDARD / DISCIPLINE	Range	of Writing

V.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 /	Speaking and	d Listening	Standards
DISCIPLINARY			
CONCEPT			

LEARNING ST ANDARD / 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.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.
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.
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		Language Standards
CONCEPT		
CONCEPT LEARNING ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use

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

LEARNING STANDARD /		Range of Reading and Level of Text Complexity
DISCIPLINE DESCRIPTOR / CONTENT	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
DISCIPLINE		College and Career Readiness Anchor Standards for Writing
DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
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
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
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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		Vocabulary Acquisition and Use
STANDARD /	CCRA.L. 4	Vocabulary Acquisition and Use 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	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEDESCRIPTOR / CONTENT	4 CCRA.L.	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. 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
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY	4 CCRA.L.	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. 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.
ST ANDARD /         DISCIPLINE         DESCRIPTOR /         CONTENT         DISCIPLINE         DESCRIPTOR /         CONTENT         DISCIPLINE         STATE GOAL /         DISCIPLINARY         CONCEPT         LEARNING         STANDARD /	4 CCRA.L.	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. 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. Reading Standards for Informational Text
ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEST AT E GOAL / DISCIPLINELEARNING ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT	4 CCRA.L. 6	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. 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. Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences

LEARNING STANDARD / DISCIPLINE		Craft and Structure
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
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING ST ANDARD / DISCIPLINE		Fluency
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

LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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 ST ANDARD / 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		Research to Build and Present Knowledge
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
LEARNING ST ANDARD / 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").

STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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
LEARNING ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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
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 4: SUMMARIZING A REFERENCE Week 12 Page 97-104
		5
		Illinois Learning Standards
		Illinois Learning Standards Language Arts
STATE GOAL / DISCIPLINARY CONCEPT		Illinois Learning Standards
DISCIPLINARY		Illinois Learning Standards Language Arts Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013
DISCIPLINARY CONCEPT LEARNING ST ANDARD /	CCRA.R. 2	Illinois Learning Standards Language Arts Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Reading
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	2	Illinois Learning Standards         Language Arts         Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013         College and Career Readiness Anchor Standards for Reading         Key Ideas and Details         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT	2 CCRA.R.	Illinois Learning Standards         Language Arts         Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013         College and Career Readiness Anchor Standards for Reading         Key Ideas and Details         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY	2 CCRA.R.	Illinois Learning Standards         Language Arts         Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013         College and Career Readiness Anchor Standards for Reading         Key Ideas and Details         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.         Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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 ST ANDARD / 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 ST ANDARD /		Text Types and Purposes
DISCIPLINE		
DISCIPLINE 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		
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		through the effective selection, organization, and analysis of content.
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	2	through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT	2 CCRA.W. 4	through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT /	2 CCRA.W. 4 CCRA.W. 5	through the effective selection, organization, and analysis of content.  College and Career Readiness Anchor Standards for Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
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 ST ANDARD / DISCIPLINE		Conventions of Standard English
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
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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		Vocabulary Acquisition and Use
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.

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING ST ANDARD / DISCIPLINE		Craft and Structure
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
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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.

LEARNING STANDARD / DISCIPLINE		Fluency
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
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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		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		Research to Build and Present Knowledge

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
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").
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 ST ANDARD / 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
LEARNING ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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
LEARNING ST ANDARD / 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 ST ANDARD / 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 4: SUMMARIZING A REFERENCE Week 9 Page 71-80
		Illinois Learning Standards
		Language Art s Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / 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
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. 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		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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English
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
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language

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		Vocabulary Acquisition and Use
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
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING STANDARD / DISCIPLINE		Craft and Structure
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
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas

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
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING STANDARD / DISCIPLINE		Fluency
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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
LEARNING STANDARD / DISCIPLINE		Research to Build and Present Knowledge
DESCRIPTOR / CONTENT	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DISCIPLINE		
	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").
DISCIPLINE	W.4.9.b	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY	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").
DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	W.4.9.b W.4.10	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"). Writing Standards
DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT		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"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
DISCIPLINE STANDARD STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		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"). Writing Standards Range of Writing 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

LEARNING ST ANDARD / 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

LEARNING ST ANDARD / 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.

# STATE GOAL / DISCIPLINARY CONCEPT

# Language Standards

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

# Language Standards

CONCEPT

LEARNING STANDARD / DISCIPLINE	Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.

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.a

STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING ST ANDARD / 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 5: WRITING FROM PICTURES Week 13 Page 105-112
		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 ST ANDARD / 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.
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

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 ST ANDARD / DISCIPLINE		Text Types and Purposes
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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
LEARNING ST ANDARD / 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
	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
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
	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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
	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.
	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
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING STANDARD / DISCIPLINE		Craft and Structure

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
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING STANDARD / DISCIPLINE		Fluency
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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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		Research to Build and Present Knowledge
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
LEARNING ST ANDARD / 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").
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.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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		
LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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).
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STATE GOAL / DISCIPLINARY CONCEPT

Language Standards

LEARNING ST ANDARD / 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).

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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.
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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Text Types and Purposes
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 ST ANDARD / 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.

LEARNING ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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

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 / College and Career Readiness Anchor Standards for Language DISCIPLINARY CONCEPT

LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR /	CCRAI	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

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

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

CONCEPT

LEARNING STANDARD / DISCIPLINE		Knowledge of Language
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 / College and Career Readiness Anchor Standards for Language

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LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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.

LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING STANDARD / DISCIPLINE		Craft and Structure
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
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING ST ANDARD / DISCIPLINE		Fluency

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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPT OR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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		Research to Build and Present Knowledge
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.

LEARNING ST ANDARD / 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").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / 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 ST ANDARD / 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.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

DESCRIPT OR / 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.
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.
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
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.
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
LEARNING ST ANDARD / 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 5: WRITING FROM PICTURES Week 15 Page 125-130
		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 ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English
STANDARD /	CCRA.L. 2	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DESCRIPTOR / CONTENT		
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ST ANDARD /         DISCIPLINE         DESCRIPTOR /         CONTENT         DISCIPLINE         ST AT E GOAL /         DISCIPLINARY         CONCEPT         LEARNING         ST ANDARD /		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language
ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEST AT E GOAL / DISCIPLINARY CONCEPTLEARNING ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT	2 CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEST AT E GOAL / DISCIPLINARY CONCEPTLEARNING ST ANDARD / DISCIPLINEDESCRIPTOR / CONTENT DISCIPLINEST AT E GOAL / DISCIPLINEST AT E GOAL / DISCIPLINE	2 CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language 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.

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
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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 for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
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.
CONTENT	RI.4.1 RI.4.2	
CONTENT DISCIPLINE DESCRIPTOR / CONTENT		from the text.
CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY		from the text. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /		from the text. Determine the main idea of a text and explain how it is supported by key details; summarize the text. Reading Standards for Informational Text

LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING ST ANDARD / DISCIPLINE		Fluency
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
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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

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		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.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
LEARNING ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPT OR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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
LEARNING ST ANDARD / 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		Language Standards

DISCIPLINARY

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 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
LEARNING ST ANDARD / 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 ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / 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

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 ST ANDARD / 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 ST ANDARD / 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		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 ST ANDARD / DISCIPLINE		Conventions of Standard English
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

LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details
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
LEARNING ST ANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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 ST ANDARD / DISCIPLINE		Fluency

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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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
LEARNING ST ANDARD / 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 ST ANDARD / 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.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.4.2	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 ST ANDARD / 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 ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language

DESCRIPTOR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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
LEARNING ST ANDARD / 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 ST ANDARD / 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 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
LEARNING ST ANDARD / 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Text Types and Purposes
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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
LEARNING ST ANDARD / 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 Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S 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
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY		College and Career Readiness Anchor Standards for Language

CONCEPT

LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
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		Vocabulary Acquisition and Use
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
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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	RI.4.1 RI.4.2	
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT		from the text.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY		from the text. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT		from the text. Determine the main idea of a text and explain how it is supported by key details; summarize the text. Reading Standards for Informational 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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING ST ANDARD / DISCIPLINE		Fluency
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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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 ST ANDARD / 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		Research to Build and Present Knowledge
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
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").
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	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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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

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

### STATE GOAL / DISCIPLINARY CONCEPT

L.4.1.f

Language Standards

LEARNING ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT	L.4.3	
DISCIPLINE	2.110	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.4.3.a	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DISCIPLINE		

STATE GOAL /	Language Standards
DISCIPLINARY	
CONCEPT	

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

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
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 ST ANDARD / 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading

LEARNING ST ANDARD / 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 ST ANDARD / DISCIPLINE		Text Types and Purposes
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 ST ANDARD / 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. 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
LEARNING ST ANDARD / 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.

# College and Career Readiness Anchor Standards for Speaking and Listening

LEARNING		
ST ANDARD / DISCIPLINE		Comprehension and Collaboration
	CCRA.S 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.
	CCRA.S 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
LEARNING ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / C CONTENT 2 DISCIPLINE		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
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / C CONTENT 3 DISCIPLINE		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 ST ANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT 4 DISCIPLINE		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 / C CONTENT 6 DISCIPLINE		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
LEARNING ST ANDARD / DISCIPLINE		Key Ideas and Details

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
LEARNING STANDARD / DISCIPLINE		Craft and Structure
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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING ST ANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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.

LEARNING STANDARD / DISCIPLINE		Fluency
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
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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		Research to Build and Present Knowledge

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
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").
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
DISCIPLINARY		Speaking and Listening Standards Comprehension and Collaboration
DISCIPLINARY CONCEPT LEARNING ST ANDARD /	SL.4.1	
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT	<b>SL.4.1</b> SL.4.1.a	Comprehension and Collaboration 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
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE		Comprehension and Collaboration         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.         Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD	SL.4.1.a	Comprehension and Collaboration         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.         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.
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD	SL.4.1.a SL.4.1.b	Comprehension and Collaboration         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.         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.         Follow agreed-upon rules for discussions and carry out assigned roles.         Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
DISCIPLINARY CONCEPT LEARNING STANDARD / DISCIPLINE DESCRIPT OR / CONTENT DISCIPLINE STANDARD STANDARD STANDARD	SL.4.1.a SL.4.1.b SL.4.1.c	Comprehension and Collaboration         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.         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.         Follow agreed-upon rules for discussions and carry out assigned roles.         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.

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 ST ANDARD / 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.
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.
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 /		Vocabulary Acquisition and Use

DISCIPLINE		
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 ST ANDARD / 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 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

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

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

CONCENT		
LEARNING ST ANDARD / 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		Craft and Structure

LEARNING Craft an STANDARD / DISCIPLINE

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 ST ANDARD / 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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.R. 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.
STATE GOAL / DISCIPLINARY CONCEPT		College and Career Readiness Anchor Standards for Reading
LEARNING ST ANDARD / 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. 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		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. 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
LEARNING ST ANDARD / 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 Speaking and Listening
LEARNING ST ANDARD / DISCIPLINE		Comprehension and Collaboration
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.
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.S 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
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR / CONTENT DISCIPLINE	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATE GOAL / DISCIPLINARY		College and Career Readiness Anchor Standards for Language

CONCEPT

LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
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		Vocabulary Acquisition and Use
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
LEARNING STANDARD / DISCIPLINE		Key Ideas and Details
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	RI.4.1 RI.4.2	
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT		from the text.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY		from the text. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DESCRIPTOR / CONTENT DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT		from the text. Determine the main idea of a text and explain how it is supported by key details; summarize the text. Reading Standards for Informational 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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Integration of Knowledge and Ideas
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.
STATE GOAL / DISCIPLINARY CONCEPT		Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Range of Reading and Level of Text Complexity
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
LEARNING ST ANDARD / DISCIPLINE		Fluency
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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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 ST ANDARD / DISCIPLINE		Research to Build and Present Knowledge
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
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").
STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / 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	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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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).
		bugj.

STANDARD

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

### STATE GOAL / DISCIPLINARY CONCEPT

L.4.1.f

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.
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.
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 /	Language Standards
DISCIPLINARY	
CONCEPT	

LEARNING ST ANDARD / 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

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 ST ANDARD / DISCIPLINE		Text Types and Purposes
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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English

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

STATE GOAL / DISCIPLINARY CONCEPT		Writing Standards
LEARNING ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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	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
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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPT OR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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

CONCEPT

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 7: INVENTIVE WRITING Week 21 Page 177-180
STATE GOAL / DISCIPLINARY		Illinois Learning Standards Language Arts Grade 4 - Adopted: 2010 (CCSS) / Implemented 2013 College and Career Readiness Anchor Standards for Writing
		Text Types and Purposes
STANDARD / DISCIPLINE		
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
LEARNING ST ANDARD / 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 ST ANDARD / 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.

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

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

CONCEPT

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
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

LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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 Text Types and Purposes STANDARD / DISCIPLINE DESCRIPTOR / W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, CONTENT descriptive details, and clear event sequences. DISCIPLINE 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.

### Writing Standards

LEARNING ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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

LEARNING ST ANDARD / 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.
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.
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
LEARNING ST ANDARD / 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 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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English
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 ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.

### 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 ST ANDARD / 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

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.
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.
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
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 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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English
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 ST ANDARD / DISCIPLINE		Text Types and Purposes
DESCRIPTOR / CONTENT DISCIPLINE	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.

### 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 ST ANDARD / 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 ST ANDARD / 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 ST ANDARD / 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

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LEARNING ST ANDARD / 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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING ST ANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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
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 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
LEARNING STANDARD / DISCIPLINE		Text Types and Purposes
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		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 ST ANDARD / 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 ST ANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPTOR /	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT DISCIPLINE	1	
	1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DISCIPLINE DESCRIPTOR / CONTENT	1 CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY	1 CCRA.L.	
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STATE GOAL / DISCIPLINARY CONCEPT LEARNING STANDARD /	1 CCRA.L.	Writing Standards
DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE ST AT E GOAL / DISCIPLINARY CONCEPT LEARNING ST ANDARD / DISCIPLINE DESCRIPT OR / CONTENT	1 CCRA.L. 2	Writing Standards Text Types and Purposes

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 ST ANDARD / 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 ST ANDARD / 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
LEARNING STANDARD / DISCIPLINE		Conventions of Standard English
DESCRIPT OR / 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.
STATE GOAL / DISCIPLINARY CONCEPT		Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
STANDARD /	L.4.3	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ST ANDARD / DISCIPLINE DESCRIPTOR / CONTENT	<b>L.4.3</b> L.4.3.a	
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD / DISCIPLINE DESCRIPTOR / CONTENT DISCIPLINE STANDARD	L.4.3.a L.4.3.b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
ST ANDARD / DISCIPLINEDESCRIPT OR / CONT ENT DISCIPLINESTANDARDSTANDARDSTANDARDSTATE GOAL / DISCIPLINARY	L.4.3.a L.4.3.b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect.