

## Structure and Style for Students

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

**Louisiana Academic Standards**  
**Language Arts**  
 Grade 4 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
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<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
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INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**STRAND Speaking and Listening Standards**

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

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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PERFORMANCE EXPECTATION	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, audience, and situation.
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**STRAND** **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
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PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
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INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND** **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	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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**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANCE EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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PERFORMANCE EXPECTATION	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
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PERFORMANCE EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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INDICATOR	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	e.	Provide a concluding statement or section related to the information or explanation presented.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
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INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	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.
INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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, audience, and situation.

**STRAND Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Choose words and phrases to convey ideas precisely.
INDICATOR	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).

**STRAND Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANC E EXPECTATION	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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Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019

**STRAND** Reading Standards for Literature

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANC E EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANC E EXPECTATION	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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PERFORMANC E EXPECTATION	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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**STRAND** Reading Standards for Literature

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANC E EXPECTATION	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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**STRAND** Reading Standards for Literature

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANC E EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND** Reading Standards for Foundational Skills

<b>TITLE</b>		<b>Fluency</b>
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PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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INDICATOR	a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
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**STRAND**                      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND** **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.

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

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND** **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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PERFORMANCE EXPECTATION	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, audience, and situation.
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**STRAND** **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR a. Use correct capitalization.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR a. Choose words and phrases to convey ideas precisely.

INDICATOR b. Choose punctuation for effect.

INDICATOR 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).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

**STRAND Reading Standards for Literature**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

PERFORMANCE EXPECTATION	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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PERFORMANCE EXPECTATION	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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INDICATOR	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
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INDICATOR	a.	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND Speaking and Listening Standards**

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

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND** Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION	4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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PERFORMANCE EXPECTATION	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, audience, and situation.
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**STRAND** Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND** Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND** Language Standards

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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INDICATOR	c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	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

**Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019**

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>PERFORMANCE EXPECTATION</b>	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	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.
<b>PERFORMANCE EXPECTATION</b>	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.

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE EXPECTATION</b>	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.
<b>PERFORMANCE EXPECTATION</b>	8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE EXPECTATION	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
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PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

INDICATOR            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”).

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION    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.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
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INDICATOR            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.

INDICATOR            b.            Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR            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.

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

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION    2.            Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE EXPECTATION    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.

PERFORMANCE EXPECTATION    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, audience, and situation.

**STRAND**                      **Language Standards**



<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR a. Use correct capitalization.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR a. Choose words and phrases to convey ideas precisely.

INDICATOR b. Choose punctuation for effect.

INDICATOR 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).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

**STRAND Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE EXPECTATION	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANCE EXPECTATION	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).

**STRAND**                      **Reading Standards for Literature**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**STRAND**                      **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR            a.            Read on-level text with purpose and understanding.

INDICATOR            c.            Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

INDICATOR            a.            Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR            b.            Use dialogue and description to develop experiences and events or show the responses of characters to situations.

INDICATOR            d.            Use concrete words and phrases and sensory details to convey experiences and events precisely.

INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANC E EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANC E EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
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INDICATOR	a.	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND**                      **Speaking and Listening Standards**

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

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND** Speaking and Listening Standards

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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PERFORMANCE EXPECTATION	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, audience, and situation.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
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PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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INDICATOR	c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	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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UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019

**STRAND** Reading Standards for Literature

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANCE EXPECTATION	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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PERFORMANCE EXPECTATION	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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**STRAND** Reading Standards for Literature

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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**STRAND** Reading Standards for Literature

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.</b>

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>8.</b>	<b>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</b>

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
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INDICATOR 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].”).

**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION 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.

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</b>
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INDICATOR 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.

INDICATOR b. Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR 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.

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

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION 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.

PERFORMANCE EXPECTATION 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, audience, and situation.

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR a. Use correct capitalization.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR a. Choose words and phrases to convey ideas precisely.

INDICATOR b. Choose punctuation for effect.

INDICATOR 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).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

**STRAND Reading Standards for Literature**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE EXPECTATION	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
PERFORMANCE EXPECTATION	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).

**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	9.	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>

INDICATOR                      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].”).

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</b>

INDICATOR                      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.

INDICATOR                      b.                      Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR                      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.

INDICATOR	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANC E EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND** **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANC E EXPECTATION	4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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PERFORMANC E EXPECTATION	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, audience, and situation.
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**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANC E EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND** **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANC E EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND** **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
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PERFORMANC E EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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INDICATOR	c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

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

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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 10 Page 81-90

**Louisiana Academic Standards****Language Arts**

Grade 4 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND**                      **Writing Standards**

TITLE		<b>Research to Build and Present Knowledge</b>
PERFORMANCE EXPECTATION	9.	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>

INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**STRAND**                      **Writing Standards**

TITLE		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND**                      **Speaking and Listening Standards**

TITLE		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND**                      **Language Standards**

TITLE		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND**                      **Language Standards**

TITLE		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND**                      **Language Standards**

TITLE		<b>Knowledge of Language</b>
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PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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

Louisiana Academic Standards

Language Arts

Grade 4 - Adopted: 2019

**STRAND** Reading Standards for Informational Text

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANCE EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND** Reading Standards for Informational Text

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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**STRAND** Reading Standards for Informational Text

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE EXPECTATION	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b>

**STRAND** Reading Standards for Informational Text

<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b>

PERFORMANCE EXPECTATION	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND** **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
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PERFORMANCE EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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PERFORMANCE EXPECTATION	2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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INDICATOR	a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND** **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANCE EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
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INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**STRAND Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR a. Use correct capitalization.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR a. Choose words and phrases to convey ideas precisely.

INDICATOR b. Choose punctuation for effect.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

**Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019**

**STRAND Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

PERFORMANCE EXPECTATION 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.

PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	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").

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
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PERFORMANCE EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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INDICATOR	a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANC E EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANC E EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
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INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANC E EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR a. Use correct capitalization.

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR a. Choose words and phrases to convey ideas precisely.

INDICATOR b. Choose punctuation for effect.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

INDICATOR c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	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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**Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019**

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANCE EXPECTATION	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.
PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR                      a.                      Read on-level text with purpose and understanding.

INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

<b>PERFORMANCE EXPECTATION</b>	<b>5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.</b>
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>8.</b>	<b>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</b>

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>

INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND** Speaking and Listening Standards

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
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PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
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INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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INDICATOR	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.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANC E EXPECTATION	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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**Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019**

**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANC E EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANC E EXPECTATION	3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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**STRAND**                      **Reading Standards for Literature**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANC E EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
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PERFORMANC E EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANC E EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANC E EXPECTATION	4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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INDICATOR	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	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].”).
INDICATOR	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”).

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	a.	Use correct capitalization.
INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND**                      **Language Standards**

TITLE		Knowledge of Language
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<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR a. Choose words and phrases to convey ideas precisely.

INDICATOR b. Choose punctuation for effect.

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

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

**STRAND Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

**Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019**

**STRAND Reading Standards for Literature**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</b>

**STRAND Reading Standards for Literature**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE EXPECTATION</b>	<b>10.</b>	<b>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>

**STRAND Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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INDICATOR	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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**STRAND**                      **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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INDICATOR	a.	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
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**STRAND**                      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND** Language Standards

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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).

**Louisiana Academic Standards**  
**Language Arts**  
 Grade 4 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANC E EXPECTATION	9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.

**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATOR a. Read on-level text with purpose and understanding.

INDICATOR c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR 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.

INDICATOR b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>

PERFORMANCE EXPECTATION 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

PERFORMANCE EXPECTATION 6. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>8.</b>	<b>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</b>

**STRAND Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
<b>PERFORMANCE EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>

INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND**                      **Speaking and Listening Standards**

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

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANC E EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND**                      **Speaking and Listening Standards**

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANC E EXPECTATION	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, audience, and situation.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANC E EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR            a.            Use correct capitalization.

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

**STRAND**                      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR            a.            Choose words and phrases to convey ideas precisely.

INDICATOR            b.            Choose punctuation for effect.

INDICATOR            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).

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.

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

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**Louisiana Academic Standards****Language Arts**

Grade 4 - Adopted: 2019

**STRAND**                      **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE EXPECTATION	1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.



PERFORMANCE EXPECTATION	2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
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PERFORMANCE EXPECTATION	4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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PERFORMANCE EXPECTATION	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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PERFORMANCE EXPECTATION	6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE EXPECTATION	9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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**STRAND** **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND** **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STRAND Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	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.

**STRAND Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	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").

**STRAND Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND** Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	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.
INDICATOR	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.
INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STRAND** Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND** Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANCE EXPECTATION	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, audience, and situation.

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND** Language Standards

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	a.	Use correct capitalization.
INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases to convey ideas precisely.
INDICATOR	b.	Choose punctuation for effect.
INDICATOR	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).

**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

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

**Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019**

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b>

**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Craft and Structure</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b>

PERFORMANCE EXPECTATION	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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PERFORMANCE EXPECTATION	6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Integration of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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PERFORMANCE EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE EXPECTATION	9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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**STRAND**                      **Reading Standards for Informational Text**

<b>TITLE</b>		<b>Range of Reading and Level of Text Complexity</b>
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PERFORMANCE EXPECTATION	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STRAND**                      **Reading Standards for Foundational Skills**

<b>TITLE</b>		<b>Fluency</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
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<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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INDICATOR	a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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PERFORMANC E EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Research to Build and Present Knowledge</b>
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<b>PERFORMANC E EXPECTATION</b>	<b>9.</b>	<b>Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</b>
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INDICATOR	b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
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**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Range of Writing</b>
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PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND**                      **Speaking and Listening Standards**

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

<b>TITLE</b>		<b>Comprehension and Collaboration</b>
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND** Speaking and Listening Standards

<b>TITLE</b>		<b>Presentation of Knowledge and Ideas</b>
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PERFORMANCE EXPECTATION	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, audience, and situation.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Conventions of Standard English</b>
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PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND** Language Standards

<b>TITLE</b>		<b>Knowledge of Language</b>
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PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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INDICATOR	c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>

INDICATOR	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
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PERFORMANCE EXPECTATION	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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**Louisiana Academic Standards  
Language Arts  
Grade 4 - Adopted: 2019**

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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

<b>TITLE</b>		<b>Production and Distribution of Writing</b>
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	e.	Form and use prepositional phrases.
INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	a.	Use correct capitalization.
INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND**                      **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	a.	Choose words and phrases to convey ideas precisely.
INDICATOR	b.	Choose punctuation for effect.

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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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**Louisiana Academic Standards**  
**Language Arts**  
Grade 4 - Adopted: 2019

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STRAND** Speaking and Listening Standards

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**STRAND** Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATOR	e.	Form and use prepositional phrases.
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INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND** Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND** Language Standards

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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**STRAND** Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE EXPECTATION	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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Louisiana Academic Standards

Language Arts

Grade 4 - Adopted: 2019

**STRAND** Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STRAND** Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND** Writing Standards

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND** Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
<b>PERFORMANCE EXPECTATION</b>	<b>1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	e.	Form and use prepositional phrases.
INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	a.	Use correct capitalization.
INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND**                      **Language Standards**

TITLE		Knowledge of Language
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
INDICATOR	a.	Choose words and phrases to convey ideas precisely.
INDICATOR	b.	Choose punctuation for effect.

**STRAND**                      **Language Standards**

TITLE		Vocabulary Acquisition and Use
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

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**Louisiana Academic Standards**  
**Language Arts**  
Grade 4 - Adopted: 2019

**STRAND**                      **Writing Standards**

TITLE		Text Types and Purposes
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATOR	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	e.	Provide a concluding statement or section related to the information or explanation presented.

**STRAND**                      **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND**                      **Writing Standards**

TITLE		Range of Writing
PERFORMANC E EXPECTATION	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.

**STRAND**                      **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND**                      **Language Standards**

TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	e.	Form and use prepositional phrases.

INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Conventions of Standard English</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

INDICATOR	a.	Use correct capitalization.
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INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Knowledge of Language</b>
<b>PERFORMANCE EXPECTATION</b>	<b>3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATOR	a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	b.	Choose punctuation for effect.
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**STRAND**                      **Language Standards**

<b>TITLE</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE EXPECTATION</b>	<b>6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</b>

**STRAND**                      **Writing Standards**

<b>TITLE</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE EXPECTATION</b>	<b>2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE EXPECTATION	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.

**STRAND Writing Standards**

TITLE		Range of Writing
PERFORMANCE EXPECTATION	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.

**STRAND Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
PERFORMANCE EXPECTATION	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**STRAND Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATOR	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	e.	Form and use prepositional phrases.
INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE EXPECTATION	2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
INDICATOR	a.	Use correct capitalization.
INDICATOR	d.	Spell grade-appropriate words correctly, consulting references as needed.



**STRAND****Language Standards**

TITLE		Knowledge of Language
PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Choose words and phrases to convey ideas precisely.
INDICATOR	b.	Choose punctuation for effect.

**STRAND****Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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).