$\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$ Secondary Criteria: Louisiana Academic Standards

> Subject: Language Arts Grade: 4

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
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.
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.
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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E 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	
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		Speaking and Listening Standards	
TITLE		Presentation of Knowledge and Ideas	
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.	
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.	
STRAND		Language Standards	
TITLE		Knowledge of Language	
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
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	
PERFORMANC E 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	
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).	
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-22	
	Louisiana Academic Standards Language Arts		

Grade 4 - Adopted: 2019

STRAND Reading Standards for Informational Text

TITLE Key Ideas and Details	
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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.
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.
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.
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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes

PERFORMANC E 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.
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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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
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	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
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		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
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.
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.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E 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
PERFORMANC E 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
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).
		UNIT 2: WRITING FROM NOTES Week 3 Page 23-30
		Louisiana Academic Standards Language Arts Grade 4 - Adopted: 2019
STRAND		Reading Standards for Literature
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 a theme of a story, drama, or poem from details in the text; summarize the text.
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).
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
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.
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.

PERFORMANC STRAND Writing Standards Personance Pe	INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANC EXPECTATION 2. 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 unbids 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. Writing Standards Writing Standards TITLE Production and Distribution of Writing PERFORMANC EXPECTATION PERFORMANC EXPECTATION With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. EXPECTATION 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 PERFORMANC EXPECTATION Writing Standards Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC EXPECTATION Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC EXPECTATION Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC EXPECTATION Writing Standards Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC EXPECTATION Writing Standards	STRAND		Writing Standards
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PERFORMANC E	STRAND		Writing Standards
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	INDICATOR	a.	
TITLE Range of Writing	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	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
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		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
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.
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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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	
PERFORMANC E 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	
PERFORMANC E 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	
PERFORMANC E 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	
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).	
		UNIT 2: WRITING FROM NOTES Week 4 Page 31-38	
	Louisiana Academic Standards		

Louisiana Academic Standard Language Arts

Grade 4 - Adopted: 2019

STRAND Reading Standards for Literature

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 a theme of a story, drama, or poem from details in the text; summarize the text.
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).
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 tex 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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
INDICATOR	a. b.	sequence that unfolds naturally.
		sequence that unfolds naturally.
INDICATOR	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situation
INDICATOR	b. d.	Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely.

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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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].").
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	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

Language 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		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
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.
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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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).

TITLE		Vocabulary Acquisition and Use
PERFORMANC E 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
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).
		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
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.
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.
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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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
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		Research to Build and Present Knowledge
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.

STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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
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	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
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		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
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.
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.
STRAND		Language Standards

TITLE		Conventions of Standard English
PERFORMANC E 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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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).

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

Louisiana Academic Standards Language Arts

Grade 4 - Adopted: 2019

STRAND Reading Standards for Literature

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 a theme of a story, drama, or poem from details in the text; summarize the text.
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).
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
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.
STRAND		Reading Standards for Foundational Skills
STRAND		Reading Standards for Foundational Skills Fluency
	4.	
TITLE PERFORMANC E	4. a.	Fluency
TITLE PERFORMANC E EXPECTATION		Fluency Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E EXPECTATION	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
PERFORMANC E EXPECTATION INDICATOR INDICATOR	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANC E EXPECTATION INDICATOR INDICATOR STRAND	a.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
PERFORMANC EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E	a. c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
PERFORMANC E EXPECT ATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION	a. c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event

INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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].").
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	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
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		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts an relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR		Choose words and phrases to convey ideas precisely.
	a.	
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
PERFORMANC E 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
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).
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		Louisiana Academic Standards Language Arts Grade 4 - Adopted: 2019
STRAND		Reading Standards for Literature
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 a theme of a story, drama, or poem from details in the text; summarize the text.
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).
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
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.

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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
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
TITLE		Writing Standards Production and Distribution of Writing
	4.	
PERFORMANC E		Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
PERFORMANC E EXPECTATION PERFORMANC E	4.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E	4.5.6.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	4.5.6.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND	4.5.6.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. Writing Standards
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E	4.5.6.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. Writing Standards Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes

PERFORMANC E 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].").
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	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
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		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
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.
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.
STRAND		Language Standards
TITLE		Conventions of Standard English

PERFORMANC E 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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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).
		UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

Louisiana Academic Standards
Language Arts

Grade 4 - Adopted: 2019

STRAND Reading Standards for Literature

TITLE	Key Ideas and Details		
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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.
PERFORMANC E EXPECTATION	2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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).
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
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.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
TITLE PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E	4. a.	
PERFORMANC E EXPECTATION		Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E EXPECT AT ION INDICATOR	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR STRAND	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR STRAND TITLE PERFORMANC E	a. c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
PERFORMANC E EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	a. c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECT AT ION INDICATOR	a. c. 3.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANC EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC EXPECTATION INDICATOR	a. c. 3. b.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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].").
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	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.

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
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		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
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.
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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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.
INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards
	f.	
STRAND	f. 2.	Language Standards
STRAND TITLE PERFORMANC E	l e	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
STRAND TITLE PERFORMANC E EXPECTATION	2.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND TITLE PERFORMANC E EXPECTATION INDICATOR	2. a.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
STRAND TITLE PERFORMANC E EXPECTATION INDICATOR	2. a.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
STRAND TITLE PERFORMANC E EXPECTATION INDICATOR INDICATOR STRAND	2. a.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
STRAND TITLE PERFORMANC E EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E	a.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
STRAND TITLE PERFORMANC E EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	a. d.	Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E 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
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).
		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
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.
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.

Explain how an author uses reasons and evidence to support particular points in a text.

PERFORMANC 8.

EXPECTATION

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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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
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		Research to Build and Present Knowledge

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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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
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.	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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).
		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
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.
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.
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 EXPECT ATION	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
STRAND		Writing Standards Text Types and Purposes
	2.	
TITLE PERFORMANC	2. a.	Text Types and Purposes
TITLE PERFORMANC E EXPECTATION		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
PERFORMANC E EXPECTATION	a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR STRAND	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards

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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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
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.	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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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).
		UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104
		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	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.

TITLE Integration of Knowledge and Ideas PERFORMANC 7. Integration of Knowledge and Ideas PERFORMANC 7. Explain how an author uses reasons and evidence to support particular points in a text. PERFORMANC 8. Explain how an author uses reasons and evidence to support particular points in a text. EXPECTATION Reading Standards for Informational Text TITLE Range of Reading and Level of Text Complexity PERFORMANC 10. By the end of year, read and comprehend informational exist, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scatholding as needed at the high end of the range. STRAND Reading Standards for Foundational Skills TITLE Fluency PERFORMANC 10. By the end of year, read and comprehend informational exist, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scatholding as needed at the high end of the range. STRAND Reading Standards for Foundational Skills TITLE Fluency PERFORMANC 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 contem or self-contect word recognition and understanding, rereading as necessary. STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. EXPECTATION b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. STRAND Writing Standards TITLE Production and Distribution of Writing France Production and Distribution of Writing TITLE Production and Distribution of Writing	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 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, arimitations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. PERFORMANC 8. Explain how an author uses reasons and evidence to support particular points in a text EXPECTATION PERFORMANC 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. PERFORMANC 10. Reading Standards for Foundational Skills TITLE Fluency PERFORMANC 2. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION 4. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION 5. Read on-level text with purpose and understanding. INDICATOR 6. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. EXPECTATION 5. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. INDICATOR 6. Use precise language and domain-specific vocabulary to inform about or explain the topic. STRAND Writing Standards	STRAND		Reading Standards for Informational Text
EXPECTATION of the text in which it appears. EXPECTATION PERFORMANC B. Explain how an author uses reasons and evidence to support particular points in a text. EXPECTATION Reading Standards for informational Text TITLE Range of Reading and Level of Text Complexity PERFORMANC D. By the end of year, read and comprehend informational texts, including history/social studies, science, and sechnical 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 EXPECTATION Read with sufficient accuracy and fluency to support comprehension. EXPECTATION Read on-level text with purpose and understanding. INDICATOR a. Read on-level text with purpose and understanding. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION A. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. INDICATOR d. Use precise larguage and domain-specific vocabulary to inform about or explain the topic. Writing Standards Writing Standards Writing Standards Use precise larguage and domain-specific vocabulary to inform about or explain the topic.	TITLE		Integration of Knowledge and Ideas
STRAND Reading Standards for Informational Text TITLE Range of Reading and Level of Text Complexity PERFORMANC 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and sechnical 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 EXPECTATION Read with sufficient accuracy and fluency to support comprehension. EXPECTATION INDICATOR a. Read on-level text with purpose and understanding. STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION INDICATOR a. Infroduce 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 d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards Writing Standards Use precise language and domain-specific vocabulary to inform about or explain the topic.	E	7.	animations, or interactive elements on Web pages) and explain how the information contributes to an understanding
PERFORMANC 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 EXPECTATION Read with sufficient accuracy and fluency to support comprehension. INDICATOR a. Read on-level lext with purpose and understanding. INDICATOR Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION Write informative/explanatory texts to examine a topic and convey ideas and information clearly. EXPECTATION 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. STRAND Writing Standards Writing Standards Writing Standards Writing Standards	E	8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANC EXPECTATION 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 EXPECTATION Read with sufficient accuracy and fluency to support comprehension. INDICATOR a. Read on-level text with purpose and understanding. INDICATOR Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION 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. STRAND Writing Standards Writing Standards Writing Standards Writing Standards Writing Standards	STRAND		Reading Standards for Informational Text
EXPECTATION Reading Standards for Foundational Skills TITLE Fluency PERFORMANC EXPECTATION Read with sufficient accuracy and fluency to support comprehension. INDICATOR a. Read on-level text with purpose and understanding. Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION 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 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. STRAND Writing Standards Writing Standards Writing Standards Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards Writing Standards	TITLE		Range of Reading and Level of Text Complexity
PERFORMANC EXPECTATION 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 PERFORMANC EXPECTATION 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	E	10.	
Read with sufficient accuracy and fluency to support comprehension.	STRAND		Reading Standards for Foundational Skills
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 PERFORMANC 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		Fluency
INDICATOR c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND Writing Standards TITLE Text Types and Purposes PERFORMANC EXPECTATION 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	E	4.	Read with sufficient accuracy and fluency to support comprehension.
TITLE Text Types and Purposes PERFORMANC EXPECTATION 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	INDICATOR	a.	Read on-level text with purpose and understanding.
TITLE Text Types and Purposes PERFORMANC 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	INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANC 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	STRAND		Writing Standards
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
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	E	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR d. Use precise language and domain-specific vocabulary to inform about or explain the topic. STRAND Writing Standards	INDICATOR	a.	
STRAND Writing Standards	INDICATOR	b.	
	INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
TITLE Production and Distribution of Writing	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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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
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.	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.
STRAND		Language Standards

TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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).
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80
		Louisiana Academic Standards Language Arts Grade 4 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details

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	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	5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,
E EXPECTATION		concepts, or information in a text or part of a text.
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.
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
STRAND		Reading Standards for Foundational Skills Fluency
	4.	
TITLE PERFORMANC E	4. a.	Fluency
TITLE PERFORMANC E EXPECTATION		Fluency Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E EXPECTATION	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
PERFORMANC E EXPECTATION INDICATOR INDICATOR	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR STRAND TITLE PERFORMANC	a.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
PERFORMANC E EXPECT ATION INDICATOR INDICATOR STRAND TITLE	a. c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes
PERFORMANC EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E	a. c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes
PERFORMANC E EXPECT ATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION	a. c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,

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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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
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

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

Conventions of Standard English

TITLE

PERFORMANC E EXPECTATION

1.

INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
E EXPECTATION		4 reading and content, choosing flexibly from a range of strategies.
E	a.	4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
E EXPECTATION		
E EXPECT AT ION INDICATOR		Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
E EXPECT ATION INDICATOR STRAND		Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Language Standards
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Language Standards Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Language Standards Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112 Louisiana Academic Standards Language Arts
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Language Standards Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112 Louisiana Academic Standards
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Language Standards Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112 Louisiana Academic Standards Language Arts Grade 4 - Adopted: 2019

EXPECTATION

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.
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.
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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
		Text Types and Purposes
TITLE		
TITLE PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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
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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
TITLE PERFORMANC E EXPECTATION	9.	Research to Build and Present Knowledge Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
PERFORMANC E	9. b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis,
PERFORMANC E EXPECTATION		Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
PERFORMANC E EXPECT AT ION INDICATOR		Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. 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").
PERFORMANC E EXPECTATION INDICATOR STRAND		Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards
PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND	b.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION	b. 10.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,

PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E EXPECTATION	5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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
TITLE		Vocabulary Acquisition and Use

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).
		UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124
		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.
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.
E	8.	Explain how an author uses reasons and evidence to support particular points in a text. Reading Standards for Informational Text
E EXPECTATION	8.	
E EXPECTATION STRAND	10.	Reading Standards for Informational Text
E EXPECTATION STRAND TITLE PERFORMANC E		Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION		Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION STRAND		Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards for Foundational Skills

INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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
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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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

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.	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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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.

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.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
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).
		UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130
		Louisiana Academic Standards Language Arts Grade 4 - Adopted: 2019
STRAND		Reading Standards for Literature
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	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		Range of Reading and Level of Text Complexity
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.
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.

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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
PERFORMANC E	3. a.	Write narratives to develop real or imagined experiences or events using effective technique,
PERFORMANC E EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
PERFORMANC E EXPECT ATION INDICATOR	a.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANC E EXPECTATION INDICATOR INDICATOR	a. b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
PERFORMANC E EXPECTATION INDICATOR INDICATOR INDICATOR	a. b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR STRAND	a. b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards
PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E	a. b. d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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
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
STRAND		Language Standards Conventions of Standard English
	1.	
TITLE PERFORMANC	1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
TITLE PERFORMANC E EXPECTATION		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small
PERFORMANC E EXPECTATION	d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANC E EXPECT ATION INDICATOR INDICATOR	d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR STRAND	d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards
PERFORMANC EXPECTATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E	d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
PERFORMANC E EXPECT ATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION	d. f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION INDICATOR	d. f. 2.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.

PERFORMANC E 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
PERFORMANC E 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
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).
		UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138
		Louisiana Academic Standards Language Arts Grade 4 - Adopted: 2019
STRAND		Reading Standards for Literature
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	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		Range of Reading and Level of Text Complexity
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.
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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
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
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		Research to Build and Present Knowledge
PERFORMANC E 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].").
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.	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
PERFORMANC E EXPECT ATION	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
PERFORMANC E 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
PERFORMANC E EXPECT ATION	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
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).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

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
STRAND		Reading Standards for Informational Text Integration of Knowledge and Ideas
	7.	-
TITLE PERFORMANC E	7.	Integration of Knowledge and Ideas Interpret information presented visually, or ally, 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
PERFORMANC E EXPECTATION PERFORMANC E		Integration of Knowledge and Ideas 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 PERFORMANC E EXPECTATION PERFORMANC E	8.	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. Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION	8.	Integration of Knowledge and Ideas 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. Explain how an author uses reasons and evidence to support particular points in a text. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION PERFORMANC E EXPECTATION STRAND	8.	Integration of Knowledge and Ideas 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. Explain how an author uses reasons and evidence to support particular points in a text. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Reading Standards for Informational Text

TITLE		Fluency
PERFORMANC E	4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION		
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
PERFORMANC E 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
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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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
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	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
PERFORMANC E	2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
EXPECTATION		quantitatively, and orally.
		quantitatively, and orally. Speaking and Listening Standards
EXPECTATION		
EXPECTATION STRAND	6.	Speaking and Listening Standards
STRAND TITLE PERFORMANC E		Speaking and Listening Standards Presentation of Knowledge and Ideas 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
STRAND TITLE PERFORMANC E EXPECTATION		Speaking and Listening Standards Presentation of Knowledge and Ideas 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 TITLE PERFORMANC E EXPECTATION STRAND		Speaking and Listening Standards Presentation of Knowledge and Ideas 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. Language Standards
STRAND TITLE PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E	6.	Speaking and Listening Standards Presentation of Knowledge and Ideas 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. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or

STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160
		Louisiana Academic Standards
		Louisiana Academic Standards Language Arts Grade 4 - Adopted: 2019
STRAND		Language Arts

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

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

STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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
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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E 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
PERFORMANC E	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.

EXPECTATION

STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E 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
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		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
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.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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).
		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
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 understandin 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 technic 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.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
		Text Types and Purposes
TITLE		
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
PERFORMANC E	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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
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		Research to Build and Present Knowledge
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.
STRAND		Writing Standards
TITLE	1	Research to Build and Present Knowledge
PERFORMANC E 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
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	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 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
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		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
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, an situation.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
PERFORMANC E 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
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).
		UNIT 7: INVENTIVE WRITING Week 20 Page 171-176
		Louisiana Academic Standards
		Language Arts Grade 4 - Adopted: 2019
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E	5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either

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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.	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	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
PERFORMANC E 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
PERFORMANC E 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

PERFORMANC 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 **EXPECTATION** to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

Louisiana Academic Standards

		Louisiana Academic Standards
		Language Arts
		Grade 4 - Adopted: 2019
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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		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.
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
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.	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	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
PERFORMANC E 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
PERFORMANC E 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

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).
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188
		Louisiana Academic Standards Language Arts Grade 4 - Adopted: 2019
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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
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.

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TITLE		Conventions of Standard English
PERFORMANC E 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	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
PERFORMANC E 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
PERFORMANC E 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
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).

UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

Language Arts
Grade 4 - Adopted: 2019

STRAND Writing Standards

TITLE	Text Types and Purposes
PERFORMANC E EXPECTATION	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.
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.
PERFORMANC E	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
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.
PERFORMANC E EXPECTATION STRAND	2.	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. Speaking and Listening Standards
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E		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. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION		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. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION STRAND		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. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standards
PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION	2.	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. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or

INDICATOR	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E 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
PERFORMANC E 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
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).
		UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

Louisiana Academic Standards Language Arts

Grade 4 - Adopted: 2019

STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E 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.
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.	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	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
PERFORMANC E 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.

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