Main Criteria: Structure and Style for Students

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts

Grade: 4

Structure and Style for Students

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

Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS	I
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R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

FOCUS /

COURSE

SKILL

STANDARD /

CONCEPT/

R.PK-

as in words.

12.7.

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.	

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.

STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

FOCUS /	W.4.	Grade 4 Writing Standards [W]
COURSE		

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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

STRAND

$\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

Text Types and Purposes

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT /	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

$\hbox{W.PK-12. College and Career Readiness Anchor Standards for Writing } \\$

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
	RI.4.	Grade 4 Reading Standards for Informational Text [RI] Key Ideas and Details
COURSE	RI.4.	
STRAND STANDARD / CONCEPT /		Key Ideas and Details Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.4.1.	Key Ideas and Details Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	RI.4.1. RI.4.2.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL	RI.4.1. RI.4.2.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text. Grade 4 Reading Standards for Informational Text [RI]

SKILL

FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	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 text features (e.g.,

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

headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATOR

INDICATOR

W.4.2.a.

W.4.2.b.

topic.

INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one of more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

FOCUS /

R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

FOCUS / COURSE

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
STANDARD / CONCEPT / SKILL	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.4.5.	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
STANDARD / CONCEPT / SKILL	RL.4.6.	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
INDICATOR	W.4.3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Community and Callaboration
		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONCEPT /	SL.4.1. SL.4.1.a.	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
CONCEPT / SKILL		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual
INDICATOR	SL.4.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.a. SL.4.1.b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR INDICATOR	SL.4.1.a. SL.4.1.b. SL.4.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]	
STRAND		Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.	
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text.	

STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
COURSE	RL.4.	
STRAND		Grade 4 Reading Standards for Literature [RL]
		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.4.5.	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
STANDARD / CONCEPT / SKILL	RL.4.6.	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT /	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
INDICATOR	W.4.3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

FOCUS / L.4. Grade 4 Language Standards [L] COURSE

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS	I
COURS	E

COURSE

STRAND

Range of Writing

COURSE		
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS /	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.	
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]	
STRAND		Key Ideas and Details	

STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.		
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.		
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.		
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]		
STRAND		Craft and Structure		
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
STANDARD / CONCEPT / SKILL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]		
STRAND		Integration of Knowledge and Ideas		
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.		
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]		
STRAND		Range of Reading and Level of Text Complexity		
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.		
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]		
STRAND		Fluency		
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.		
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.		
INDICATOR	RF.4.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

FOCUS /	W.4.	Grade 4 Writing	Standards	[W]
COURSE				

STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.	
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]	
STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.	
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).	
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]	
STRAND		Research to Build and Present Knowledge	

STANDARD / CONCEPT / SKILL	W.4.8.	
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / \ COURSE	N.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / S	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / S COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and
STANDARD / CONCEPT / SKILL		situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
CONCEPT / SKILL	L.4.	

STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT /	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SKILL		
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
	L.4.3.a. L.4.3.b.	Choose words and phrases to convey ideas precisely. Choose punctuation for effect.
INDICATOR		
INDICATOR INDICATOR FOCUS /	L.4.3.b.	Choose punctuation for effect.
INDICATOR INDICATOR FOCUS / COURSE	L.4.3.b.	Choose punctuation for effect. Grade 4 Language Standards [L]
INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	L.4.3.b.	Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	L.4.3.b. L.4.	Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use 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 INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	L.4.3.b. L.4.4. L.4.4.	Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr.,
INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	L.4.3.b. L.4.4. L.4.4.a. L.4.4.d.	Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

STANDARD /	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including
CONCEPT /		those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic
SKILL		to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to
		reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and
		presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

STRAND

R.PK-12. College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
STANDARD / CONCEPT / SKILL	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RL.4.5.	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
STANDARD / CONCEPT / SKILL	RL.4.6.	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF] Fluency
COURSE	RF.4.	
STRAND STANDARD / CONCEPT /	RF.4.4.	Fluency
STRAND STANDARD / CONCEPT / SKILL	RF.4.4. RF.4.4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension.
STRAND STANDARD / CONCEPT / SKILL INDICATOR	RF.4.4.a. RF.4.4.b.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS /	RF.4.4.a. RF.4.4.b.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR	RF.4.4.a. RF.4.4.b. RF.4.4.c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE	RF.4.4.a. RF.4.4.b. RF.4.4.c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W]
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	RF.4.4.a. RF.4.4.b. RF.4.4.c. W.4.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes Write narratives in prose or poem form to develop experiences or events using effective literary
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	RF.4.4.a. RF.4.4.b. RF.4.4.c. W.4.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an

FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature

Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual

evidence.)

INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT /	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SKILL		

INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
STANDARD / CONCEPT / SKILL	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.4.5.	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
STANDARD / CONCEPT / SKILL	RL.4.6.	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
INDICATOR	W.4.3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

STRAND	Key Ideas and Details	
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STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
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Production and Distribution of Writing

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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	. College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS /	L.PK-12.	College and Career Readiness Anchor Standards for Language

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STRAND		Knowledge of Language
STRAND		Nowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
STANDARD / CONCEPT / SKILL	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.4.5.	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
STANDARD / CONCEPT / SKILL	RL.4.6.	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
INDICATOR	W.4.3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.a. SL.4.1.b.	other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
		other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.b. SL.4.1.c.	other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR INDICATOR INDICATOR FOCUS /	SL.4.1.b. SL.4.1.c. SL.4.1.d.	other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
INDICATOR INDICATOR INDICATOR FOCUS / COURSE	SL.4.1.b. SL.4.1.c. SL.4.1.d.	other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Grade 4 Speaking and Listening Standards [SL]

FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT /	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SKILL		
	L.4.3.a.	Choose words and phrases to convey ideas precisely.
SKILL	L.4.3.a. L.4.3.b.	Choose words and phrases to convey ideas precisely. Choose punctuation for effect.
SKILL		
INDICATOR INDICATOR FOCUS /	L.4.3.b.	Choose punctuation for effect.
INDICATOR INDICATOR FOCUS / COURSE	L.4.3.b.	Choose punctuation for effect. Grade 4 Language Standards [L]
INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	L.4.3.b.	Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	L.4.3.b. L.4.	Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use 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 INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	L.4.3.b. L.4.4. L.4.4.	Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr.,
INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	L.4.3.b. L.4.4. L.4.4.a. L.4.4.d.	Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to
		reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT /	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

TRAND	Range of Reading and Level of Text Complexity
TANDARD / R.PK-CONCEPT / 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
	RI.4.	Grade 4 Reading Standards for Informational Text [RI] Craft and Structure
COURSE	RI.4.	
STRAND STANDARD / CONCEPT /		Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.4.4.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	RI.4.4. RI.4.5.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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 STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	RI.4.4. RI.4.5.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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. Grade 4 Reading Standards for Informational Text [RI]
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RI.4.4. RI.4.5.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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. Grade 4 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD /	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]

STRAND

Key Ideas and Details

CONCEPT/ SIGLL STANDARD / CONCEPT/ SIGLL STANDARD / RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarze a text. CONCEPT/ SIGLL STANDARD / RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including to the process of th			
STANDARD / CONCEPT / SKEL FOCUS / COURSE RI.4. Grade 4 Reading Standards for Informational Text [RI] STANDARD / CONCEPT / SKEL FOCUS / CONCEPT / S	CONCEPT/	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
Appened and why, based on specific information in the text FOCUS I COURSE RI.4. Grade 4 Reading Standards for Informational Text [RI] CONCEPT / SKILL RI.4.Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a group or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to read to pipe or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to read to pipe or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to read to pipe or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to read to pipe or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to read to pipe or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to read to pipe or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to read to text. FOCUS I CONCEPT / SKILL FOCUS I CONCEPT / SKILL RI.4. Grade 4 Reading Standards for Informational Text [RI] RI.4. Grade 4 Reading Standards for Informational Text [RI] STANDARD / CONCEPT / SKILL FOCUS I CONCEPT	CONCEPT/	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL FOCUS / FOCUS / CONCEPT / SKILL FOCUS / CONCEPT / SKILL FOCUS / CONCEPT / SKILL FOCUS / FOCUS / CONCEPT / SKILL FOCUS / FOCUS / CONCEPT / SKILL FOCUS / FOCUS / CONCEPT / SKILL F	CONCEPT/	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
STANDARD / CONCEPT / SKILL RI.4. 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. FOCUS / COURSE STANDARD / CONCEPT / SKILL FOCUS / FR.4.10. Independently and proficiently read and comprehend informational texts, including history/social studies, sci mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. FOCUS / CONCEPT / SKILL FOCUS / FR.4. Grade 4 Reading Standards for Foundational Skills [RF] Fluency STANDARD / Fluency STANDARD / Fluency STANDARD / SKILL FOCUS / Fluency FR.4.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR RF.4.4. Read grade-level lext with purpose and understanding. INDICATOR RF.4.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		RI.4.	Grade 4 Reading Standards for Informational Text [RI]
CONCEPT/ SKILL STANDARD / CONCEPT/ SKILL RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas concepts, or information in a text or part of a text. FOCUS / CONCEPT/ SKILL FOCUS / RI.4. Grade 4 Reading Standards for Informational Text [RI] STANDARD / CONCEPT/ SKILL FOCUS / RI.4. Grade 4 Reading Standards for Informational Text [RI] STANDARD / CONCEPT/ SKILL FOCUS / RI.4. Grade 4 Reading Standards for Informational Text [RI] FOCUS / CONCEPT/ SKILL FOCUS / RI.4. Grade 4 Reading Standards for Informational Text [RI] FOCUS / CONCEPT/ SKILL FOCUS / RI.4. Grade 4 Reading Standards for Informational Text [RI] FOCUS / CONCEPT/ SKILL FOCUS / RI.4. Independently and proficiently read and comprehend informational texts, including history/social studies, scimathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. FOCUS / CONCEPT / SKILL FOCUS / Grade 4 Reading Standards for Foundational Skills [RF] FIURIC STANDARD / CONCEPT / SKILL FOCUS / RF.4. Grade 4 Reading Standards for Foundational Skills [RF] FIURIC STANDARD / CONCEPT / SKILL FOCUS / RF.4. Read with sufficient accuracy and fluency to support comprehension. STANDARD / CONCEPT / SKILL INDICATOR RF.4.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	STRAND		Craft and Structure
CONCEPT/ SKILL FOCUS / COURSE RI.4. Grade 4 Reading Standards for Informational Text [RI] STRAND Integration of Knowledge and Ideas STANDARD / CONCEPT / SKILL FOCUS / COURSE RI.4. Grade 4 Reading Standards for Informational Text [RI] FOCUS / CONCEPT / SKILL FOCUS / COURSE RI.4. Grade 4 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND FLUENCY STANDARD / CONCEPT / SKILL FOCUS / COURSE FLUENCY STANDARD / CONCEPT / SKILL FOCUS / CONCE	CONCEPT/	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STRAND Integration of Knowledge and Ideas STANDARD / CONCEPT / SKILL FOCUS / COURSE RI.4. Grade 4 Reading Standards for Informational Text [RI] STRAND Range of Reading and Level of Text Complexity STANDARD / CONCEPT / SKILL RI.4.10. Independently and proficiently read and comprehend informational texts, including history/social studies, science of the concept / SKILL FOCUS / CONCEPT / SKILL FOCUS / Grade 4 Reading Standards for Foundational Skills [RF] STRAND Fluency STANDARD / CONCEPT / SKILL FILE STRAND Fluency STANDARD / CONCEPT / SKILL INDICATOR RF.4.a. Read with sufficient accuracy and fluency to support comprehension. INDICATOR RF.4.a. Read grade-level text with purpose and understanding.	CONCEPT/	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STANDARD / CONCEPT / SKILL FOCUS / COURSE RI.4. Grade 4 Reading Standards for Informational Text [RI] STRAND Range of Reading and Level of Text Complexity STANDARD / CONCEPT / SKILL FOCUS / COURSE RF.4. Grade 4 Reading Standards for Foundational Skills [RF] STRAND Fluency STANDARD / CONCEPT / SKILL FOCUS / CONCEPT / SKILL FILENCY STANDARD / CONCEPT / SKILL RF.4.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding.		RI.4.	Grade 4 Reading Standards for Informational Text [RI]
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STANDARD / CONCEPT / SKILL FOCUS / COURSE RF.4. Grade 4 Reading Standards for Foundational Skills [RF] STRAND Fluency STANDARD / CONCEPT / SKILL RF.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR RF.4.a. Read grade-level text with purpose and understanding. RF.4.b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		RI.4.	Grade 4 Reading Standards for Informational Text [RI]
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INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding. INDICATOR RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	STRAND		Fluency
INDICATOR RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CONCEPT /	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
	INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
	INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / W.4. Grade 4 Writing Standards [W] COURSE		W.4.	Grade 4 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONCEPT/	W.4.4.	
CONCEPT / SKILL FOCUS /		audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONCEPT / SKILL FOCUS / COURSE		audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W]
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.4.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W] Production and Distribution of Writing
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	W.4.5.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	W.4.5. W.4.5.a.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
CONCEPT / SKILL FOCUS / COURSE ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	W.4.5. W.4.5.a.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). Grade 4 Writing Standards [W]
CONCEPT / SKILL FOCUS / COURSE ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE ST RAND STANDARD / CONCEPT /	W.4.5. W.4.5.a.	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). Grade 4 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one

STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS /	R.PK-12.	College and Career Readiness Anchor Standards for Reading

FOCUS / COURSE

STRAND Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

$\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

FOCUS / COURSE

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
	RI.4.	Grade 4 Reading Standards for Informational Text [RI] Craft and Structure
COURSE	RI.4.	
STRAND STANDARD / CONCEPT /		Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	RI.4.4.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	RI.4.4. RI.4.5.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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 STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	RI.4.4. RI.4.5.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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. Grade 4 Reading Standards for Informational Text [RI]
STRAND STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	RI.4.4. RI.4.5.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) 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. Grade 4 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT /	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

FOCUS	I
COURS	E

STRAND

Range of Writing

COURSE	R.PR-12.	Conege and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
CONCEPT/	12.6.	Use technology to produce and publish writing and to interact and collaborate with others. College and Career Readiness Anchor Standards for Writing
CONCEPT / SKILL	12.6.	
CONCEPT / SKILL FOCUS / COURSE	12.6.	College and Career Readiness Anchor Standards for Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Vocabulary Acquisition and Use	
STRAND STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
STANDARD / CONCEPT /		Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,	
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT /	12.4. L.PK-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in	
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS /	12.4. L.PK- 12.6.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.	
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE	12.4. L.PK- 12.6.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. Grade 4 Reading Standards for Informational Text [RI]	
STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	12.4. L.PK- 12.6. RI.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. Grade 4 Reading Standards for Informational Text [RI] Key Ideas and Details Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences	

FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STRAND STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD / CONCEPT /		·
STANDARD / CONCEPT / SKILL		Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
ST ANDARD / CONCEPT / SKILL INDICATOR	RF.4.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR	RF.4.4.a. RF.4.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE	RF.4.4.a. RF.4.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W]
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT /	RF.4.4.a. RF.4.4.c. W.4.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT / SKILL	RF.4.4.c. W.4. W.4.1.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS /	RF.4.4.c. W.4.1. W.4.1.b.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.

INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
INDICATOR		Sentence Structure and Meaning	
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.	
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.4.2.b.	Use correct capitalization.	
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.	
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.	
INDICATOR	L.4.3.b.	Choose punctuation for effect.	
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).	
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).	

FOCUS /	L.4.	Grade 4 Language Standards [L]
COURSE		

STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and	

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

presentations by applying knowledge of vocabulary.)

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT /	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
SKILL		

FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND	Text Types and Purposes		
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
FOCUS /		College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration
FOCUS / COURSE		
FOCUS / COURSE STRAND STANDARD / CONCEPT /	SL.PK- 12.2.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL FOCUS /	SL.PK- 12.2.	Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

STANDARD /

CONCEPT/

SKILL

L.PK-

12.1.

CONCEPT / SKILL	12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spenting when whiting.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity

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

STANDARD /

L.PK-

STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND	Key Ideas and Details

STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT /	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONCEPT / 12.4. purpose, and audience.

SKILL

STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS /	RL.4.	Grade 4 Reading Standards for Literature [RL]

STRAND

Key Ideas and Details

STANDARD / CONCEPT / SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
STANDARD / CONCEPT / SKILL	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
STANDARD / CONCEPT / SKILL	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
FOCUS / COURSE	RL.4.	Grade 4 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.4.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.4.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.4.3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS /	L.4.	
COURSE	L.4.	Grade 4 Language Standards [L]
	L.4.	Knowledge of Language
COURSE	L.4.3.	
STRAND STANDARD / CONCEPT /		Knowledge of Language
STRAND STANDARD / CONCEPT / SKILL	L.4.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND STANDARD / CONCEPT / SKILL INDICATOR	L.4.3. L.4.3.a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS /	L.4.3.a. L.4.3.b.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect.
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE	L.4.3.a. L.4.3.b.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Grade 4 Language Standards [L]
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT /	L.4.3.a. L.4.3.b. L.4.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STRAND STANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	L.4.3.a. L.4.3.b. L.4.4.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use 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.

FOCUS / L.4. Grade 4 Language Standards [L] COURSE

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

$\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND	Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / CONCEPT / SKILL	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STRAND STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD / CONCEPT /		
ST ANDARD / CONCEPT / SKILL	RF.4.4.a.	Read with sufficient accuracy and fluency to support comprehension.
ST ANDARD / CONCEPT / SKILL	RF.4.4.a.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS /	RF.4.4.a. RF.4.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE	RF.4.4.a. RF.4.4.c.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W]
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT /	RF.4.4.a. RF.4.4.c. W.4.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT / SKILL	RF.4.4.a. RF.4.4.c. W.4.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS /	RF.4.4.a. RF.4.4.c. W.4.1. W.4.1.b.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND ST ANDARD / CONCEPT / SKILL INDICATOR FOCUS / COURSE	RF.4.4.a. RF.4.4.c. W.4.1. W.4.1.b.	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide reasons that are supported by facts and details. Grade 4 Writing Standards [W]

INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, an audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as t interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of on page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take note and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND		Comprehension and Collaboration
ST ANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

STRAND

R.PK-12. College and Career Readiness Anchor Standards for Reading

Integration of Knowledge and Ideas

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND	Range of Writing	

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / CONCEPT / SKILL	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.

INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
	W.4.	Grade 4 Writing Standards [W] Production and Distribution of Writing
COURSE	W.4.4.	
STRAND STANDARD / CONCEPT /		Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
STRAND STANDARD / CONCEPT / SKILL FOCUS /	W.4.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE	W.4.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W]
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT /	W.4.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W] Production and Distribution of Writing
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL	W.4.4. W.4.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
STRAND STANDARD / CONCEPT / SKILL FOCUS / COURSE STRAND STANDARD / CONCEPT / SKILL INDICATOR	W.4.4. W.4.5. W.4.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).

FOCUS /	W.4.	Grade 4 Writing Standards [W]
COURSE		

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD /	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including
CONCEPT/		those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic
SKILL		to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4
		Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to
		reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and
		presentations by applying knowledge of vocabulary.)

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

Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including w happened and why, based on specific information in the text.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
		Grade 4 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / CONCEPT / SKILL	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.
FOCUS / COURSE	RI.4.	Grade 4 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.4.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
FOCUS / COURSE	RF.4.	Grade 4 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
FOCUS / COURSE	SL.4.	Grade 4 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD /	W.PK-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CONCEPT / SKILL	12.4.	purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time,

FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

STRAND	Integration of Knowledge and Ideas	

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STRAND STANDARD / CONCEPT / SKILL	W.4.3.	Text Types and Purposes Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
STANDARD / CONCEPT /	W.4.3. W.4.3.a.	Write narratives in prose or poem form to develop experiences or events using effective literary
STANDARD / CONCEPT / SKILL		Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an
ST ANDARD / CONCEPT / SKILL	W.4.3.a.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR	W.4.3.a. W.4.3.d.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE	W.4.3.a. W.4.3.d.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. Grade 4 Writing Standards [W]
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND STANDARD / CONCEPT /	W.4.3.a. W.4.3.d.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. Grade 4 Writing Standards [W] Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
ST ANDARD / CONCEPT / SKILL INDICATOR INDICATOR FOCUS / COURSE ST RAND STANDARD / CONCEPT / SKILL FOCUS /	W.4.3.a. W.4.3.d. W.4.4.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. Grade 4 Writing Standards [W] Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language

ST ANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks Language Arts

Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.

FOCUS /	W.4.	Grade 4 Writing	Standards	[W]
COURSE				

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
ST ANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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FOCUS /
COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

FOCUS / COURSE

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.
INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]

STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language

ST ANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Grade 4 - Adopted: 2017

FOCUS / COURSE

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.4.1.b.	Provide reasons that are supported by facts and details.

INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.5.	Develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR	W.4.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
FOCUS / COURSE	W.4.	Grade 4 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.4.1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
EXPECTATION	L.4.1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.b.	Use correct capitalization.
INDICATOR	L.4.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.4.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
INDICATOR	L.4.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
FOCUS / COURSE	L.4.	Grade 4 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD /
CONCEPT /
SKILL

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)