Main Criteria: Structure and Style for Students

Secondary Criteria: Maryland College and Career-Ready Standards

Subject: Language Arts

Grade: 4

Structure and Style for Students

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

Maryland College and Career-Ready Standards Language Arts

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

STPAND /

College and Career Readiness Anchor Standards for Reading

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / **STANDARD**

TOPIC / Range of Reading and Level of Text Complexity INDICATOR

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

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR /	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL		nead mini camoicht accaracy and machey to cappent comprehension
PROFICIENCY	RF.4.4.a	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL		
PROFICIENCY LEVEL OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC /	RF.4.4.a	Read grade-level text with purpose and understanding. Use context to confirm or self correct word recognition and understanding, rereading as necessary.
PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD	RF.4.4.a	Read grade-level text with purpose and understanding. Use context to confirm or self correct word recognition and understanding, rereading as necessary. Reading Literature Standards
PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	RF.4.4.a RF.4.4.c	Read grade-level text with purpose and understanding. Use context to confirm or self correct word recognition and understanding, rereading as necessary. Reading Literature Standards Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	RF.4.4.a RF.4.4.c	Read grade-level text with purpose and understanding. Use context to confirm or self correct word recognition and understanding, rereading as necessary. Reading Literature Standards Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-22
		Maryland College and Career-Ready Standards
		Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC I INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND /		Reading Literature Standards
TOPIC / STANDARD		
		Key Ideas and Details
TOPIC /	RL.4.1	Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
TOPIC / INDICATOR / PROFICIENCY		Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
TOPIC / INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /		Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
TOPIC / INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD		Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Reading Informational Text Standards

Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.

0.0.15.071\/5		
OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR /	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PROFICIENCY LEVEL		
	L.4.3.a	Choose words and phrases to convey ideas precisely.
LEVEL	L.4.3.a L.4.3.c	Choose words and phrases to convey ideas precisely. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
OBJECTIVE		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
OBJECTIVE OBJECTIVE STRAND / TOPIC /		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Language Standards
DBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Language Standards 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.
OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL OBJECTIVE STRAND / TOPIC /	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Language Standards 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.

INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 2: WRITING FROM NOTES Week 3 Page 23-30
		Maryland College and Career-Ready Standards Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / FOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / FOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / FOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas

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

INDICATOR /

LEVEL

PROFICIENCY 7

as in words.

STRAND /
TOPIC /
STANDARD

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEVEL		
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / TOPIC /		College and Career Readiness Anchor Standards for Language Conventions of Standard English
STRAND / TOPIC / STANDARD	CCRA.L.	
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	1	Conventions of Standard English
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	1 CCRA.L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	1 CCRA.L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD	1 CCRA.L.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LEVEL

Writing Standards

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
OBJECTIVE	W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE	W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY	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.

Speaking and Listening Standards

bag).

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small

OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
OBJECTIVE	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

STRAND /

College and Career Readiness Anchor Standards for Reading

TOPIC / STANDARD		College and Career Readiness Another Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
OBJECTIVE	W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE	W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC I INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.

OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
OBJECTIVE	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 2: WRITING FROM NOTES Week 5 Page 39-46
		Maryland College and Career-Ready Standards
		Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details

CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /

LEVEL

PROFICIENCY 1

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL		Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LEVEL

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY	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.

OBJECTIVE

L.4.1.f

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
OBJECTIVE	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

Maryland College and Career-Ready Standards Language Arts

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

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

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

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

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STRAND / TOPIC / STANDARD

Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
OBJECTIVE	W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE	W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC I INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.

OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
OBJECTIVE	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		Maryland College and Career-Ready Standards Language Arts
		Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details

CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /

LEVEL

PROFICIENCY 1

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.

OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
OBJECTIVE	W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE	W.4.3.e	Provide a conclusion that follows from the narrated experiences or events.

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
OBJECTIVE	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70
		Maryland College and Career-Ready Standards Language Arts
		Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

LEVEL

LEVEL

LEVEL

INDICATOR /

INDICATOR /

PROFICIENCY 3

PROFICIENCY 2 and ideas.

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC /		Writing Standards Text Types and Purposes
TOPIC / STANDARD	W.4.3	
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	W.4.3 W.4.3.a	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	W.4.3.a	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	W.4.3.a W.4.3.b	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE	W.4.3.a W.4.3.b W.4.3.d	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely.
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE OBJECTIVE STRAND / TOPIC /	W.4.3.a W.4.3.b W.4.3.d	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY	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.
LEVEL		
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
STRAND / TOPIC /		Speaking and Listening Standards Comprehension and Collaboration
STRAND / TOPIC / STANDARD	SL.4.1	
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	SL.4.1 SL.4.1.a	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	SL.4.1.a	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	SL.4.1.a SL.4.1.b	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE	SL.4.1.a SL.4.1.b SL.4.1.c	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE OBJECTIVE STRAND / TOPIC /	SL.4.1.a SL.4.1.b SL.4.1.c	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / TOPIC / STANDARD

Speaking and Listening Standards

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Conventions of Standard English
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.4.2 L.4.2.a	
INDICATOR / PROFICIENCY LEVEL		spelling when writing.
INDICATOR I PROFICIENCY LEVEL OBJECTIVE	L.4.2.a	Use correct capitalization.
INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC /	L.4.2.a	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD	L.4.2.a	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	L.4.2.a L.4.2.d	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL	L.4.2.d	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STRAND /
TOPIC /
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.

STRAND / TOPIC / STANDARD

Language Standards

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

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

Maryland College and Career-Ready Standards Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND /
TOPIC /
STANDARD

LEVEL

STANDARD		
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC /		College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing
TOPIC / STANDARD	CCRA.W.	
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	4	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	CCRA.W.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND /
TOPIC /
STANDARD

OBJECTIVE

College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
0.5.1505		

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

STRAND /
TOPIC /
STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96
		Maryland College and Career-Ready Standards Language Arts
		Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
	CCRA.W.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards

TOPIC /		Key Ideas and Details
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.4.2 L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and
INDICATOR INDICATOR / PROFICIENCY LEVEL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC /	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	L.4.2.a L.4.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL	L.4.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	L.4.2.d L.4.3 L.4.3.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE OBJECTIVE STRAND / TOPIC / TOPI	L.4.2.d L.4.3 L.4.3.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104
		Maryland College and Career-Ready Standards Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
	CCRA.W.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD	CCRA.W. 5 CCRA.W. 6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards

TOPIC /		Key Ideas and Details
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.4.2 L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and
INDICATOR INDICATOR / PROFICIENCY LEVEL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC /	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	L.4.2.a L.4.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL	L.4.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	L.4.2.d L.4.3 L.4.3.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE OBJECTIVE STRAND / TOPIC / TOPI	L.4.2.d L.4.3 L.4.3.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80
		Maryland College and Career-Ready Standards Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

College and Career Readiness Anchor Standards for Reading

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
	CCRA.W.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD	CCRA.W. 5 CCRA.W. 6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards

TOPIC /		Key Ideas and Details
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.4.2 L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and
INDICATOR INDICATOR / PROFICIENCY LEVEL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC /	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	L.4.2.a L.4.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL	L.4.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	L.4.2.d L.4.3 L.4.3.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE OBJECTIVE STRAND / TOPIC / TOPI	L.4.2.d L.4.3 L.4.3.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112
		Maryland College and Career-Ready Standards
		Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND /		College and Career Readiness Anchor Standards for Reading
TOPIC / STANDARD		
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details

TOPIC / INDICATOR / REfer to details and examples in a text when explaining what the text says explicitly and when drawing inferences PROFICENCY LEVEL NDICATOR / PROFICENCY LEVEL RE4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences profice (Level) RE4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. READ / PROFICENCY LEVEL READ / Craft and Structure READ Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. READ DETERMINE / READ DETERMINE			
TOPIC / INDICATOR / RI-L-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences propriet in the text town the text. RI-L-1 RI-L-1 Ri-L-1 Ri-L-1 Ri-L-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences propriet in the text. RI-L-1 Ri-L-1 Ri-L-1 Ri-L-1 Reading Informational Text Standards TOPIC / INDICATOR / POPICIENCY LEVEL STRAND / Openmine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. Ri-L-1 Reading Informational Text Standards TOPIC / Integration of Knowledge and Ideas NDICATOR / POPICIENCY LEVEL NDICATOR / PARCHERINAY / PARCHER	PROFICIENCY	RL.4.1	
INDICATOR / PROPICIENCY LEVEL RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. Reading Informational Text Standards TOPIC / Indicator R RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 opic or subject area. Reading Informational Text Standards TOPIC / Indicator R RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 opic or subject area. Reading Informational Text Standards TOPIC / Indicator R RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI4.8 Explain how an author uses reasons and evidence to support particular points in a text. RODICATOR / PROPICIENCY LEVEL STRAND / TOPIC / Range of Reading and Level of Text Complexity INDICATOR / Range of Reading and Level of Text Complexity band proficiently, with scalibiding as needed at the high end of the range. TOPIC / Text Types and Purposes	STRAND / TOPIC / STANDARD		Reading Informational Text Standards
Indicator Reading Informational Text Standards			Key Ideas and Details
STRAND I TOPIC I INDICATOR I PROFICIENCY LEVEL TRAND I TOPIC I INDICATOR I PROFICE INDICATOR I PROFICE INDICATOR I Integration of Knowledge and Ideas INDICATOR I PROFICE INDICATOR I Integration of Knowledge and Ideas INDICATOR I PROFICE INDICATOR I Integration of Knowledge and Ideas INDICATOR I PROFICE INDICATOR I Integration of Knowledge and Ideas INDICATOR I PROFICE INDICATOR I PROFICE INDICATOR I Integration of Knowledge and Ideas INDICATOR I PROFICE INDICATOR I PROFICE INDICATOR I Integration of Knowledge and Ideas INDICATOR I PROFICE INDICATOR I PR	PROFICIENCY	RI.4.1	
TOPIC / INDICATOR / PROFICIENCY LEVEL Reading Informational Text Standards INDICATOR / INDICATOR / PROFICENCY LEVEL Reading Informational Text Standards TOPIC / INDICATOR / INDICATOR / PROFICENCY LEVEL Reading Informational Text Standards INDICATOR / PROFICENCY LEVEL INDICATOR / PROFICENCY LEVEL LEVEL INDICATOR / PROFICENCY LEVEL LE	PROFICIENCY	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
INDICATOR 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. Reading Informational Text Standards TOPIC / INDICATOR RI.4.7 Integration of Knowledge and Ideas INDICATOR RI.4.7 Integration for Knowledge and Ideas INDICATOR RI.4.7 Integration for Knowledge and Ideas INDICATOR RI.4.7 Integration for Knowledge and Ideas INDICATOR RI.4.8 Explain how the information contributes to an understanding of the text in which it appears. EXPLORED RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. Reading Informational Text Standards TOPIC Range of Reading and Level of Text Complexity INDICATOR RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scalfolding as needed at the high end of the range. TOPIC Writing Standards TOPIC Text Types and Purposes	STRAND / TOPIC / STANDARD		Reading Informational Text Standards
PROFICIENCY LEVEL STRAND / TOPIC / STRAND / TOPIC / STRAND / TOPIC / INDICATOR Integration of Knowledge and Ideas Integration of Knowledge a			Craft and Structure
TOPIC / INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL TOPIC / STANDARD RI.4.3 Explain how an author uses reasons and evidence to support particular points in a text. Ri.4.8 Explain how an author uses reasons and evidence to support particular points in a text. Ri.4.8 Reading Informational Text Standards TOPIC / INDICATOR / PROFICIENCY LEVEL Range of Reading and Level of Text Complexity INDICATOR / PROFICIENCY LEVEL Writing Standards TOPIC / STANDARD TOPIC / TOPIC / TEXT Types and Purposes	PROFICIENCY	RI.4.4	
INDICATOR / PROFICIENCY LEVEL Reading Informational Text Standards TOPIC / INDICATOR / RI.4.10 Range of Reading and Level of Text Complexity INDICATOR / PROFICIENCY LEVEL INDICATOR / Range of Reading and Level of Text Complexity INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL Writing Standards INDICATOR / PROFICE	STRAND /		Reading Informational Text Standards
PROFICIENCY LEVEL RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. Reading Informational Text Standards TOPIC / INDICATOR / PROFICIENCY LEVEL Range of Reading and Level of Text Complexity INDICATOR / PROFICIENCY LEVEL Reading Informational Text Standards Reading and Level of Text Complexity INDICATOR / PROFICIENCY LEVEL By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. TOPIC / Text Types and Purposes	STANDARD		
PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / INDICATOR Range of Reading and Level of Text Complexity INDICATOR / PROFICIENCY LEVEL RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / TOPIC / STANDARD TOPIC / Text Types and Purposes	TOPIC /		Integration of Knowledge and Ideas
TOPIC / STANDARD Range of Reading and Level of Text Complexity INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards TOPIC / Text Types and Purposes	TOPIC / INDICATOR / PROFICIENCY	Rl.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web
INDICATOR / RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. STRAND / TOPIC / STANDARD TOPIC / Text Types and Purposes	TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / Text Types and Purposes texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing Standards Topic / Text Types and Purposes	TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text.
TOPIC / STANDARD TOPIC / Text Types and Purposes	TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Reading Informational Text Standards
	TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	RI.4.8	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Reading Informational Text Standards Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
	TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	RI.4.8	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Reading Informational Text Standards Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.

STRAND /
TOPIC /
STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	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).

STRAND / TOPIC / STANDARD

Language Standards

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

UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

Maryland College and Career-Ready Standards Language Arts

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

STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY	CCRA.R.	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.

STRAND /
TOPIC /
ST AND ADD

LEVEL

STANDARD		
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC /		College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing
TOPIC / STANDARD	CCRA.W.	
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	4	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	CCRA.W.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STRAND /
TOPIC /
STANDARD

OBJECTIVE

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC /		College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use
TOPIC / STANDARD	CCRA.L.	
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	4 CCRA.L.	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. 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
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	4 CCRA.L.	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. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD	4 CCRA.L.	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. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Foundational Skills Standards
TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	CCRA.L.	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. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Foundational Skills Standards

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

STRAND /
TOPIC /
STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / TOPIC / STANDARD

LEVEL

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY	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.

Speaking and Listening Standards

TOPIC /		Comprehension and Collaboration
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130
		Maryland College and Career-Ready Standards Language Arts
		Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC I INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Reading Literature Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
OBJECTIVE	W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

Maryland College and Career-Ready Standards Language Arts

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

STRAND /
TOPIC /
STANDARD

STANDARD		
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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).
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

OBJECTIVE	W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.

STRAND /	
TOPIC /	
STANDARD	

Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR /	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

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).

Maryland College and Career-Ready Standards

Language Arts

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

STRAND / TOPIC / STANDARD

PROFICIENCY

LEVEL

TOPIC /		Key Ideas and Details
INDICATOR		Rey lueas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC /		College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas
TOPIC / STANDARD	CCRA.R.	
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	7	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY	7 CCRA.R.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC /	7 CCRA.R.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD	CCRA.R. 9	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading
TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL INDICATOR / PROFICIENCY LEVEL STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY	CCRA.R. 9	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LEVEL

STRAND / TOPIC / STANDARD

STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
INDICATOR / PROFICIENCY LEVEL	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
OBJECTIVE	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

STRAND / TOPIC / STANDARD

LEVEL

STANDARD		
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

STRAND /
TOPIC /
STANDARD

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR / CCRAL percentage and evaluate information percented in diverse media and formats, including visually, quantilatively, and property control of the control of th			
TOPIC / INDICATOR / CORAL PROPICIONOY 2 TOPIC / INDICATOR / CORAL PROPICIONOY 2 TOPIC / INDICATOR / PROPICIONOY INDICATOR / INDI	PROFICIENCY		
INDICATOR / PROPICE INDICA	TOPIC /		College and Career Readiness Anchor Standards for Language
STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language Knowledge of Language Knowledge of Language NDICATOR / CCRAL 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 listering. STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language TOPIC / STANDARD College and Career Readiness Anchor Standards for Language TOPIC / INDICATOR / Vocabulary Acquisition and Use NDICATOR / CCRAL 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. NDICATOR / PROFICIENCY 6 INDICATOR / PROFICIENCY 6 TOPIC / STANDARD Reading Foundational Skills Standards TOPIC / Reading Foundational Skills Standards TOPIC / Read with sufficient accuracy and fluency to support comprehension rexpression. Reading Foundational Skills Standards TOPIC / Read with sufficient accuracy and fluency to support comprehension. Reading Literature Standards TOPIC / Reading Literature Standards TOPIC / Key Ideas and Details			Conventions of Standard English
TOPIC / INDICATOR	PROFICIENCY		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY S	TOPIC /		College and Career Readiness Anchor Standards for Language
ROPICICINCY STRAND TOPIC INDICATOR CCRAL 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 readines in specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Foundational Skills Standards Fluency Read with sufficient accuracy and fluency to support comprehension.			Knowledge of Language
TOPIC INDICATOR CCRAL. INDICATOR CCRAL. INDICATOR CCRAL. INDICATOR PROFICIENCY 4	PROFICIENCY		
INDICATOR / CCRAL. 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. INDICATOR / CCRAL. Proficiency (CCRAL. Proficiency (CCRAL. LEVEL) (CCR	TOPIC /		College and Career Readiness Anchor Standards for Language
PROFICIENCY LEVEL INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY FROFICIENCY INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / INDICATOR / STAND / TOPIC / PROFICIENCY INDICATOR / INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / INDICATOR / PROFICIENCY INDICATOR / INDICATOR / PROFICIENCY INDICAT			Vocabulary Acquisition and Use
PROFICIENCY LEVEL 6 reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. STRAND / TOPIC / STANDARD TOPIC / INDICATOR Read with sufficient accuracy and fluency to support comprehension. REF.4.4 Read grade-level text with purpose and understanding. OBJECTIVE RF.4.4. Read grade-level text with purpose and understanding, rereading as necessary. STRAND / TOPIC / STANDARD TOPIC / Key Ideas and Details	PROFICIENCY		
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE RF.4.4. Read grade-level text with purpose and understanding. OBJECTIVE RF.4.4.c Use context to confirm or self correct word recognition and understanding, rereading as necessary. STRAND / TOPIC / Key Ideas and Details	PROFICIENCY		reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
INDICATOR INDICATOR PROFICIENCY LEVEL RF.4.4 Read with sufficient accuracy and fluency to support comprehension. OBJECTIVE RF.4.4.a Read grade-level text with purpose and understanding. OBJECTIVE RF.4.4.c Use context to confirm or self correct word recognition and understanding, rereading as necessary. STRAND Reading Literature Standards TOPIC Key Ideas and Details	TOPIC /		Reading Foundational Skills Standards
OBJECTIVE RF.4.4.a Read grade-level text with purpose and understanding. OBJECTIVE RF.4.4.c Use context to confirm or self correct word recognition and understanding, rereading as necessary. STRAND / TOPIC / STANDARD TOPIC / Key Ideas and Details			Fluency
OBJECTIVE RF.4.4.c Use context to confirm or self correct word recognition and understanding, rereading as necessary. STRAND / TOPIC / STANDARD Key Ideas and Details	PROFICIENCY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
STRAND / Reading Literature Standards TOPIC / STANDARD TOPIC / Key Ideas and Details	OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
TOPIC / STANDARD TOPIC / Key Ideas and Details	OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
	TOPIC /		Reading Literature Standards
			Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
INDICATOR / PROFICIENCY LEVEL	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
OBJECTIVE	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

STRAND / TOPIC / STANDARD

LEVEL

STANDARD		
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

STRAND /
TOPIC /
STANDARD

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR / CCRAL percentage and evaluate information percented in diverse media and formats, including visually, quantilatively, and property control of the control of th			
TOPIC / INDICATOR / CORAL PROPICIONOY 2 TOPIC / INDICATOR / CORAL PROPICIONOY 2 TOPIC / INDICATOR / PROPICIONOY INDICATOR / INDI	PROFICIENCY		
INDICATOR / PROPICE INDICA	TOPIC /		College and Career Readiness Anchor Standards for Language
STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language Knowledge of Language Knowledge of Language NDICATOR / CCRAL 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 listering. STRAND / TOPIC / STANDARD College and Career Readiness Anchor Standards for Language TOPIC / STANDARD College and Career Readiness Anchor Standards for Language TOPIC / INDICATOR / Vocabulary Acquisition and Use NDICATOR / CCRAL 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. NDICATOR / PROFICIENCY 6 INDICATOR / PROFICIENCY 6 TOPIC / STANDARD Reading Foundational Skills Standards TOPIC / Reading Foundational Skills Standards TOPIC / Read with sufficient accuracy and fluency to support comprehension rexpression. Reading Foundational Skills Standards TOPIC / Read with sufficient accuracy and fluency to support comprehension. Reading Literature Standards TOPIC / Reading Literature Standards TOPIC / Key Ideas and Details			Conventions of Standard English
TOPIC / INDICATOR	PROFICIENCY		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY S	TOPIC /		College and Career Readiness Anchor Standards for Language
ROPICICINCY STRAND TOPIC INDICATOR CCRAL 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 readines in specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Foundational Skills Standards Fluency Read with sufficient accuracy and fluency to support comprehension.			Knowledge of Language
TOPIC INDICATOR CCRAL. INDICATOR CCRAL. INDICATOR CCRAL. INDICATOR PROFICIENCY 4	PROFICIENCY		
INDICATOR / CCRAL. 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. INDICATOR / CCRAL. Proficiency (CCRAL. Proficiency (CCRAL. LEVEL) (CCR	TOPIC /		College and Career Readiness Anchor Standards for Language
PROFICIENCY LEVEL INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY FROFICIENCY INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / INDICATOR / STAND / TOPIC / PROFICIENCY INDICATOR / INDICATOR / PROFICIENCY INDICATOR / PROFICIENCY INDICATOR / INDICATOR / PROFICIENCY INDICATOR / INDICATOR / PROFICIENCY INDICAT			Vocabulary Acquisition and Use
PROFICIENCY LEVEL 6 reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. STRAND / TOPIC / STANDARD TOPIC / INDICATOR Read with sufficient accuracy and fluency to support comprehension. REF.4.4 Read grade-level text with purpose and understanding. OBJECTIVE RF.4.4. Read grade-level text with purpose and understanding, rereading as necessary. STRAND / TOPIC / STANDARD TOPIC / Key Ideas and Details	PROFICIENCY		
TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE RF.4.4. Read grade-level text with purpose and understanding. OBJECTIVE RF.4.4.c Use context to confirm or self correct word recognition and understanding, rereading as necessary. STRAND / TOPIC / Key Ideas and Details	PROFICIENCY		reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
INDICATOR INDICATOR PROFICIENCY LEVEL RF.4.4 Read with sufficient accuracy and fluency to support comprehension. OBJECTIVE RF.4.4.a Read grade-level text with purpose and understanding. OBJECTIVE RF.4.4.c Use context to confirm or self correct word recognition and understanding, rereading as necessary. STRAND Reading Literature Standards TOPIC Key Ideas and Details	TOPIC /		Reading Foundational Skills Standards
OBJECTIVE RF.4.4.a Read grade-level text with purpose and understanding. OBJECTIVE RF.4.4.c Use context to confirm or self correct word recognition and understanding, rereading as necessary. STRAND / TOPIC / STANDARD TOPIC / Key Ideas and Details			Fluency
OBJECTIVE RF.4.4.c Use context to confirm or self correct word recognition and understanding, rereading as necessary. STRAND / TOPIC / STANDARD Key Ideas and Details	PROFICIENCY	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
STRAND / Reading Literature Standards TOPIC / STANDARD TOPIC / Key Ideas and Details	OBJECTIVE	RF.4.4.a	Read grade-level text with purpose and understanding.
TOPIC / STANDARD TOPIC / Key Ideas and Details	OBJECTIVE	RF.4.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
	TOPIC /		Reading Literature Standards
			Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / PROFICIENCY LEVEL	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
INDICATOR / PROFICIENCY LEVEL	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
OBJECTIVE	SL.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
OBJECTIVE	L.4.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

STRAND /
TOPIC /
STANDARD

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.e	Form and use prepositional phrases.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / FOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
STRAND / FOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 21 Page 177-180
		Maryland College and Career-Ready Standards
		Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR

Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR I PROFICIENCY LEVEL	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.4.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.4.3.b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
OBJECTIVE	W.4.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.e	Form and use prepositional phrases.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR I PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.

OBJECTIVE	L.4.3.b	Choose punctuation for effect.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188
		Maryland College and Career-Ready Standards Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.

Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.e	Form and use prepositional phrases.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TODIO /		Community of Chandrad Faulish
TOPIC / INDICATOR		Conventions of Standard English
	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.4.2 L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and
INDICATOR INDICATOR / PROFICIENCY LEVEL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY LEVEL OBJECTIVE	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC /	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD	L.4.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR INDICATOR / PROFICIENCY	L.4.2.a L.4.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE OBJECTIVE STRAND / TOPIC / STANDARD TOPIC / INDICATOR / PROFICIENCY LEVEL	L.4.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.4.6	Acquire and use accurately grade appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 23 Page 189-198
		Maryland College and Career-Ready Standards Language Arts Grade 4 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC /		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC /		Speaking and Listening Standards
STANDARD		

INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.e	Form and use prepositional phrases.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

Maryland College and Career-Ready Standards Language Arts

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

STRAND /
TOPIC /
STANDARD

PROFICIENCY 2

LEVEL

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR /	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2.e	Provide a concluding statement or section related to the information or explanation presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 4.)
INDICATOR / PROFICIENCY LEVEL	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.4.1.d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1.e	Form and use prepositional phrases.
OBJECTIVE	L.4.1.f	Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2.a	Use correct capitalization.
OBJECTIVE	L.4.2.d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3.a	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3.b	Choose punctuation for effect.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL 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).