Main Criteria: Structure and Style for Students Secondary Criteria: North Dakota Content Standards Subject: Language Arts

Grade: 4

Structure and Style for Students

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

North Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2017

		Grade 4 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.Rl.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.Rl.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.
GRADE LEVEL EXPECTATION	4.RI.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.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT ST ANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
BENGHWARK		

GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.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.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.5.	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.)
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.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.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
CONT ENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.SL.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.
GRADE LEVEL EXPECTATION	4.SL.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
GRADE LEVEL EXPECTATION	4.SL.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 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.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).
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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		North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details

BENCHMARK Key Ideas and Details

GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
GRADE LEVEL EXPECTATION	4.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- INDICATOR 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- CONTENT STANDARD

Writing Standards

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
BENCHMARK GRADE LEVEL EXPECTATION	4.W.8.	Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GRADE LEVEL	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
GRADE LEVEL EXPECTATION	4.W.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.
GRADE LEVEL EXPECTATION CONTENT STANDARD	4.W.8. 4.W.9.	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. Writing Standards
GRADE LEVEL EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL		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. Writing Standards Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION	4.W.9.	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. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
GRADE LEVEL EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	4.W.9.	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. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
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GRADE LEVEL EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR BENCHMARK BENCHMARK GRADE LEVEL	4.W.9. 4.W.9.b.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Speaking and Listening Standards 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.

INDICATOR 4.SL.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

INDICATOR 4.SL.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD BENCHMARK Presentation of Knowledge and Ideas 4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and GRADE LEVEL EXPECTATION relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. GRADE LEVEL 4.SL.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main EXPECTATION ideas or themes. GRADE LEVEL 4.SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal EXPECTATION discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD

Language Standards

Speaking and Listening Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	4.L.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).

CONTENT Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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

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

North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017

Reading Standards for Literature/Fiction

STANDARD		
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RL.1.	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
GRADE LEVEL EXPECTATION	4.RL.2.	Determine a theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text.
GRADE LEVEL EXPECTATION	4.RL.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).
CONTENT ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity

GRADE LEVEL	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10
EXPECTATION		independently and proficiently.

CONTENT

Reading Standards: Foundational Skills

STANDARD

BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

INDICATOR	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR 4.W.9.a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.SL.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.

GRADE LEVEL EXPECTATION	4.SL.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
GRADE LEVEL EXPECTATION	4.SL.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 and 3 for specific expectations.)
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.e. 4.L.2.f.	Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

BENCHMARK

Knowledge of Language

GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	4.L.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).
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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		North Dakota Content Standards
		Language Art s Grade 4 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RL.1.	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
GRADE LEVEL EXPECTATION	4.RL.2.	Determine a theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text.
GRADE LEVEL EXPECTATION	4.RL.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).
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure

GRADE LEVEL4.RL.6.Compare and contrast the point of view from which different stories are narrated, including the difference betweenEXPECTATIONfirst- and third-person narrations.

CONTENT Reading Standards for Literature/Fiction STANDARD

BENCHMARK Range of Reading and Level of Text Complexity

GRADE LEVEL4.RL.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10EXPECTATIONindependently and proficiently.

CONTENT STANDARD Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT Writing Standards STANDARD

BENCHMARK

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT	

T Writing Standards

STANDARD		
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.

CONTENT STANDARD Writing Standards

BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	4.W.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.SL.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.
GRADE LEVEL EXPECTATION	4.SL.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
GRADE LEVEL EXPECTATION	4.SL.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 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking

INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	4.L.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).

CONTENT STANDARD

Language Standards

BENCHMARK Vocabulary Acquisition and Use 4.L.4. GRADE LEVEL Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECTATION** 4 reading and content, choosing flexibly from a range of strategies. INDICATOR 4.L.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT Language Standards

STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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

North Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2017

CONTENT **STANDARD**

Reading Standards for Informational/Nonfiction Text

BENCHMARK Key Ideas and Details

GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
GRADE LEVEL EXPECTATION	4.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

- INDICATOR 4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- CONTENT STANDARD

Writing Standards

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.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.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

INDICATOR 4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.SL.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.
GRADE LEVEL EXPECTATION	4.SL.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
GRADE LEVEL EXPECTATION	4.SL.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 and 3 for specific expectations.)

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT ST ANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

STANDARD			
BENCHMARK		Knowledge of Language	
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.	
INDICATOR	4.L.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).	
CONT ENT ST AND ARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52	
North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017			
CONTENT STANDARD		Reading Standards for Literature/Fiction	
BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	4.RL.1.	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	
GRADE LEVEL EXPECTATION	4.RL.2.	Determine a theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text.	
GRADE LEVEL EXPECTATION	4.RL.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).	
CONTENT		Reading Standards for Literature/Fiction	

ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CONTENT ST ANDARD		Reading Standards for Literature/Fiction	
BENCHMARK		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.	

CONTENT

Reading Standards: Foundational Skills

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BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD

STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)

GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT		Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or

drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CONTENT STANDARD Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.SL.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.
GRADE LEVEL EXPECTATION	4.SL.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
GRADE LEVEL EXPECTATION	4.SL.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 and 3 for specific expectations.)
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

CONTENT Language Standards STANDARD

BENCHMARKConventions of Standard EnglishGRADE LEVEL
EXPECT ATION4.L.2.Within the context of authentic English writing and speaking...INDICATORPractice:INDICATOR4.L.2.e.Use underlining, quotation marks, or italics to indicate titles of works.INDICATOR4.L.2.f.Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and
generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT STANDARD

 BENCHMARK
 Knowledge of Language

 GRADE LEVEL EXPECT AT ION
 4.L.3.
 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

 INDICATOR
 4.L.3.a.
 Choose words and phrases to convey ideas precisely.

 INDICATOR
 4.L.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).

CONTENT Language Standards STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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

North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017

BENCHMARK		Key Ideas and Details
GRADE LEVEL	4.RL.1.	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
GRADE LEVEL	4.RL.2.	Determine a theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text.
GRADE LEVEL	4.RL.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).
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity

GRADE LEVEL4.RL.10.By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10EXPECTATIONindependently and proficiently.

Reading Standards: Foundational Skills

CONTENT STANDARD

BENCHMARKFluencyGRADE LEVEL
EXPECTATION4.RF.4.Read with sufficient accuracy and fluency to support comprehension.INDICATOR4.RF.4.a.Read grade-level text with purpose and understanding.INDICATOR4.RF.4.b.Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.INDICATOR4.RF.4.c.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT Writing Standards STANDARD

 BENCHMARK
 Text Types and Purposes

 GRADE LEVEL EXPECT ATION
 4.W.3.
 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

 INDICATOR
 4.W.3.a.
 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

 INDICATOR
 4.W.3.b.
 Use dialogue and description to develop experiences and events or show the responses of characters to situations.

INDICATOR	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR 4.W.9.a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.SL.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.

GRADE LEVEL EXPECTATION	4.SL.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
GRADE LEVEL EXPECTATION	4.SL.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 and 3 for specific expectations.)
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Knowledge of Language

BENCHMARK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 4.L.3.a. Choose words and phrases to convey ideas precisely.

INDICATOR	4.L.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).
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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
		North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RL.1.	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
GRADE LEVEL EXPECTATION	4.RL.2.	Determine a theme of a story (e.g. myths and various literary texts), dramas, or poems from details in the text.
GRADE LEVEL EXPECTATION	4.RL.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).
CONTENT ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONT ENT ST AND ARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10

EXPECTATION independently and proficiently.

BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT AT ION	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT		Speaking and Listening Standards
STANDARD		Speaking and Listening Standards
ST ANDARD BENCHMARK		Presentation of Knowledge and Ideas
	4.SL.4.	
BENCHMARK GRADE LEVEL	4.SL.4. 4.SL.5.	Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and
BENCHMARK GRADE LEVEL EXPECTATION GRADE LEVEL		Presentation of Knowledge and Ideas 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. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.

INDICATOR

Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

CONTENT Language Standards **STANDARD**

4.L.1.y.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT Language Standards **STANDARD**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	4.L.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

CONTENT **STANDARD**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT

Language Standards

STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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

North Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2017

CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text
BENCHMARK	Key Ideas and Details

GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
GRADE LEVEL EXPECTATION	4.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONT ENT ST AND ARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT Writing Standards STANDARD

BENCHMARK	Text Types and Purposes
GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.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.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

Language Standards

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BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.c.	Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT Language Standards STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.

CONTENT Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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

Grade 4 - Adopted: 2017

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
GRADE LEVEL EXPECTATION	4.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONT ENT ST AND ARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes

GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.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.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Practice: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT STANDARD

Language Standards

BENCHMARK	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 4.L.3.a. Choose words and phrases to convey ideas precisely.

CONTENT Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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).

Language Arts

Grade 4 - Adopted: 2017

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
GRADE LEVEL EXPECTATION	4.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONT ENT ST AND ARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONT ENT ST AND ARD		Writing Standards

BENCHMARK		Text Types and Purposes		
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
INDICATOR	4.W.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.		
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CONTENT STANDARD		Writing Standards		
BENCHMARK		Production and Distribution of Writing		
GRADE LEVEL EXPECTATION	4.W.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.)		
GRADE LEVEL EXPECTATION	4.W.5.	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.)		
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.		
CONTENT STANDARD		Writing Standards		
BENCHMARK		Research to Build and Present Knowledge		
GRADE LEVEL EXPECTATION	4.W.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.		
CONTENT STANDARD		Writing Standards		
BENCHMARK		Research to Build and Present Knowledge		
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").		
CONTENT ST ANDARD		Language Standards		
BENCHMARK		Conventions of Standard English		
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking		
INDICATOR		Practice:		
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		

INDICATOR

4.L.1.p. Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

CONTENT **STANDARD**

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

Language Standards

CONTENT STANDARD

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BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.

CONTENT **STANDARD**

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT Language Standards **STANDARD**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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).

North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
GRADE LEVEL EXPECTATION	4.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL	4.RI.7.	Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL	4.RI.7. 4.RI.8.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of
GRADE LEVEL EXPECTATION GRADE LEVEL		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Reading Standards for Informational/Nonfiction Text
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	4.Rl.8.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Reading Standards for Informational/Nonfiction Text Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and
GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT BENCHMARK GRADE LEVEL EXPECTATION CONTENT	4.Rl.8.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Reading Standards for Informational/Nonfiction Text Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
GRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONCONT ENT ST ANDARDBENCHMARKGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONCONT ENT ST ANDARD	4.Rl.8.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Reading Standards for Informational/Nonfiction Text By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently. Reading Standards: Foundational Skills

Writing Standards

EXPECTATION Introduce a topic clearly and group related information in paragraphs and sections; include formating (e.g., headings), illustrations, and multimedia when useful a aiding comprehension. INDICATOR 4.W2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples relitopic. INDICATOR 4.W2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples relitopic. INDICATOR 4.W2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT W4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT W4.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT W4.2.d. Vector and Distribution of Writing GRADE LEVEL 4.W4. Production and Distribution of Writing GRADE LEVEL 4.W5. Develop and stengthen writing as needed by planning, revising, and editing, (Editing for conventions shoul demonstrate command of Language standards 1-3 up to and including grade-level writing vising keyboarding skillor books as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined. GRADE LEVEL 4.W6. Research to Build and Present Knowledge GRADE LEVEL 4	BENCHMARK		Text Types and Purposes
INDICATOR 4.W2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples relipic. INDICATOR 4.W2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR 4.W2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT Foduction and Distribution of Writing Writing Standards BENCHMARK Production and Distribution of Writing GRADE LEVEL 4.W4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purgaulinee. (Grade-specific expectations for writing types are defined in standards 1–3.) GRADE LEVEL 4.W5. Develop and strengthen writing as meeded top planning, revising, and editing. (Editing for conventions shoul demonstrate command of Language standards 1–3 up to and including grade 4.) GRADE LEVEL 4.W6. Use technology, including the Interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3. BENCHMARK feesearch to Build and Present Knowledge GRADE LEVEL 4.W8. Recall relevant information from experiences or gather relevant information print and digital sources; ta and categorize information, and provide a list of sources. CONTENT 4.W8. Recall relevant information from experiences or gather relevant information, and resear		4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR 4.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR 4.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT Production and Distribution of Writing Production and Distribution of Writing GRADE LEVEL 4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purp audience. (Grade-specific expectations for writing types are defined in standards 1-3.) GRADE LEVEL 4.W.5. Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions shoul demonstrate command of Language standards 1-3 up to and including grade 4.) GRADE LEVEL 4.W.6. Use technology, including the Interact nd collaborate with others.Grade-specific expectations for writing types are defined in standards 1-3. GRADE LEVEL 4.W.8. Research to Build and Present Knowledge GRADE LEVEL 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; to and categorize information, and provide a list of sources. CONTENT Fesearch to Build and Present Knowledge Research to Build and Present Knowledge BENCHMARK Research to Build and Present Knowledge Research to Build and Present Knowledge. INDICATOR	INDICATOR	4.W.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.
CONTENT STANDARD Writing Standards BENCHMARK Production and Distribution of Writing GRADE LEVEL EXPECTATION 4.W4. Produce clear and coherent writing in which the development and organization are appropriate to task, pur audience. (Grade-specific expectations for writing types are defined in standards 1–3.) GRADE LEVEL EXPECTATION 4.W5. Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions shoul demonstrate command of Language standards 1–3 up to and including grade 4.) GRADE LEVEL EXPECTATION 4.W6. Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/c tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined standards 1–3. CONTENT STANDARD Writing Standards BENCHMARK Research to Build and Present Knowledge GRADE LEVEL EXPECTATION 4.W8. Recall relevant information from experiences or gather relevant information from print and digital sources; to and categorize information, and provide a list of sources. CONTENT STANDARD Writing Standards BENCHMARK Research to Build and Present Knowledge BENCHMARK Research to Build and Present Knowledge INDICATOR 4.W9.b. Apply grade 4 Reading standards to informational texts to support analysis, reflection, and research support particular points in a text"). CONTENT STANDARD Language Standards Informational texts (e.g.	INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to th topic.
STANDARD Production and Distribution of Writing BENCHMARK Produce clear and coherent writing in which the development and organization are appropriate to task, purplicate companization are appropriate comventions shoul demonstrate command of Language standards 1–3 up to and including grade 4.) GRADE LEVEL 4.W.5. Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions shoul demonstrate command of Language standards 1–3 up to and including grade 4.) GRADE LEVEL 4.W.5. Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/c tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defisitandards 1–3. CONTENT Writing Standards Research to Build and Present Knowledge GRADE LEVEL 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; to and categorize information, and provide a list of sources. CONTENT Vriting Standards Praw evidence from literary or informational texts to support analysis, reflection, and researd support particular points in a text"). </td <td>INDICATOR</td> <td>4.W.2.d.</td> <td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>	INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defisited and ards 1–3. CONTENT writing Standards BENCHMARK Research to Build and Present Knowledge GRADE LEVEL 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; ta and categorize information, and provide a list of sources. CONTENT Writing Standards GRADE LEVEL 4.W.8. Research to Build and Present Knowledge BENCHMARK Research to Build and Present Knowledge GRADE LEVEL 4.W.9. INDICATOR 4.W.9. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and ever support particular points in a text."). CONTENT Language Standards BENCHMARK Conventions of Standard English		4.W.5.	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.)
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ST ANDARD BENCHMARK Conventions of Standard English GRADE LEVEL 4.L.1. Within the context of authentic English writing and speaking	INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
GRADE LEVEL 4.L.1. Within the context of authentic English writing and speaking			Language Standards
	BENCHMARK		Conventions of Standard English
EXPECTATION	GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking

INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT STANDARD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use

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

North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017 CONTENT Grade 4 - Adopted: 2017 CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Key Ideas and Details GRADE LEVEL EXPECTATION ARt1 Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text. GRADE LEVEL EXPECTATION ARt2 Determine the main idea of a text and explain how it is supported by key details. CONTENT TANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Craft and Structure GRADE LEVEL EVPECTATION ARt4 Craft and Structure GRADE LEVEL STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Integration of Knowledge and Ideas GRADE LEVEL SPECTATION ARt3.			
Language Arts Grade 4 - Addressed 2017 COVITENTS Realing Standards for Informational/Nonfiction Text ENCHMARK M Kyldeas and Details GRADE LEVEL Aftal Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when explaining what the text says explicitly and when explaining what the text says explicitly and when explains when explaining what the text says explicitly and when explains the text says explicitly and the price or subject area. CONTENT V Realing Standards for Informational/Nonfiction Text ENCHMARK Integration of Knowledge and Ideas Integration of Knowledge and Ideas EACHELEVEL Aftable LEVEL Aftable Isplan and when uses reasons and evidence to support particular points in a text. EACHELEVEL Isplan how an author uses reasons and evidence to support particular points in a text. EACHELEVEL Isplan how an author uses reas			UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112
Grade 4 - Adopted: 2017 CSTANDARD Reading Standards for Informational/Nonfiction Text ENCCHMARK (ey Ideas and Details GRADE LEVEL 4.R1. Refer to details and examples in a text (extual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text. GRADE LEVEL 4.R1.2 Determine the main idea of a text and explain how it is supported by key details. GRADE LEVEL Vex Reading Standards for Informational/Nonfiction Text BENCHMARK O Craft and Structure GRADE LEVEL 4.R4.2 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 doing: or subject area. GRADE LEVEL 4.R4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 doing: or subject area. GRADE LEVEL 4.R4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 doing: or subject area. GRADE LEVEL 4.R4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 doing: or subject area. GRADE LEVEL 4.R4.4 Interpret information presented visually, orally, orally, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, arinmations, or in			
STANDARD Key Ideas and Details GRADE LEVEL EXPECTATION 4.RI. Refer to details and examples in a text (extual evidence) when explaining what the text says explicitly and when drawing interences from the text. Summarize the text. GRADE LEVEL EXPECTATION 4.RI.2 Determine the main idea of a text and explain how it is supported by key details. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Craft and Structure GRADE LEVEL EXPECTATION 4.RI.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. BENCHMARK Reading Standards for Informational/Nonfiction Text GRADE LEVEL STANDARD 4.RI.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. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Integration of Knowledge and Ideas GRADE LEVEL EXPECTATION 4.RI.7. Integration of knowledge and ideas GRADE LEVEL EXPECTATION 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. GRADE LEVEL EXPECTATION 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.			
STANDARD Key Ideas and Details GRADE LEVEL EXPECTATION 4.RI.1. Refer to details and examples in a text (extual evidence) when explaining what the text says explicitly and when drawing interences from the text. Summarize the text. GRADE LEVEL EXPECTATION 4.RI.2. Determine the main idea of a text and explain how it is supported by key details. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Craft and Structure GRADE LEVEL EXPECTATION 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 uppic or subject area. BENCHMARK Reading Standards for Informational/Nonfiction Text GRADE LEVEL STANDARD 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 uppic or subject area. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Integration of Knowledge and Ideas GRADE LEVEL EXPECTATION 4.RI.7. Integration of subject area. GRADE LEVEL EXPECTATION 4.RI.7. Explain how an author uses reasons and evidence to support particular points in a text. GRADE LEVEL EXPECTATION 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. <td>CONTENT</td> <td></td> <td>Deading Standarda for Informational/Nerfiction Taxt</td>	CONTENT		Deading Standarda for Informational/Nerfiction Taxt
GRADE LEVEL EXPECTATION 4.Rl.1. Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text. GRADE LEVEL EXPECTATION 4.Rl.2. Determine the main idea of a text and explain how it is supported by key details. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Craft and Structure GRADE LEVEL EXPECTATION 4.Rl.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. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Integration of Knowledge and Ideas GRADE LEVEL EXPECTATION 4.Rl.7. Integration of Knowledge and Ideas GRADE LEVEL EXPECTATION 4.Rl.8. Explain how an author uses reasons and evidence to support particular points in a text. GRADE LEVEL EXPECTATION 4.Rl.8. Explain how an author uses reasons and evidence to support particular points in a text. GRADE LEVEL STANDARD 4.Rl.8. Explain how an author uses reasons and evidence to support particular points in a text. GRADE LEVEL STANDARD 4.Rl.9. Explain how an author uses reasons and evidence to support particular points in a text. BENCHMARK			Reading Standards for informational/Nonfliction Text
EXPECTATION drawing inferences from the text. Summarize the text. GRADE LEVEL 4.RL2. Determine the main idea of a text and explain how it is supported by key details. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK O Craft and Structure GRADE LEVEL 4.RL4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text GRADE LEVEL 4.RL4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. GRADE LEVEL 4.RL7. Integration of Knowledge and Ideas GRADE LEVEL 4.RL7. Integration of knowledge and ideas GRADE LEVEL 4.RL8. Explain how an author uses reasons and evidence to support particular points in a text. CONTENT STANDARD 4.RL8. Explain how an author uses reasons and evidence to support particular points in a text. GRADE LEVEL 4.RL10. Bane of Reading and Level of Text Complexity GRADE LEVEL 4.RL10. By the end of the year, read and comprehend informational lexts, including history/social studies, science, and	BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXPECTATION 4.RI.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. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Integration of Knowledge and Ideas GRADE LEVEL EXPECTATION 4.RI.7. Integration of Knowledge and Ideas GRADE LEVEL EXPECTATION 4.RI.7. Integration of knowledge and Ideas. GRADE LEVEL EXPECTATION 4.RI.7. Integration of source elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. GRADE LEVEL EXPECTATION 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL GRADE LEVEL 4.RI.0. By the end of the year, read and comprehend informational texts, including history/social studies, science, and			Reading Standards for Informational/Nonfiction Text
EXPECTATION topic or subject area. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Integration of Knowledge and Ideas GRADE LEVEL EXPECTATION 4.Rl.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. GRADE LEVEL EXPECTATION 4.Rl.8. Explain how an author uses reasons and evidence to support particular points in a text. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL 4.Rl.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and	BENCHMARK		Craft and Structure
STANDARD BENCHMARK Integration of Knowledge and Ideas GRADE LEVEL 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. GRADE LEVEL 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. CONTENT Reading Standards for Informational/Nonfiction Text BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL 4.RI.0. By the end of the year, read and comprehend informational texts, including history/social studies, science, and		4.RI.4.	
GRADE LEVEL EXPECTATION 4.RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. GRADE LEVEL EXPECTATION 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL 4.RI.0. By the end of the year, read and comprehend informational texts, including history/social studies, science, and			Reading Standards for Informational/Nonfiction Text
EXPECTATION animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. GRADE LEVEL EXPECTATION 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text. CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL 4.RI.0. By the end of the year, read and comprehend informational texts, including history/social studies, science, and	BENCHMARK		Integration of Knowledge and Ideas
EXPECTATION CONTENT STANDARD Reading Standards for Informational/Nonfiction Text BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL 4.Rl.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and		4.RI.7.	animations, or interactive elements on web pages) and explain how the information contributes to an understanding of
ST ANDARD Range of Reading and Level of Text Complexity GRADE LEVEL 4.Rl.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and		4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL 4.Rl.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and			Reading Standards for Informational/Nonfiction Text
	BENCHMARK		Range of Reading and Level of Text Complexity
EXPECTATION technical texts, on grade level independently.	GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT Reading Standards: Foundational Skills STANDARD			Reading Standards: Foundational Skills
BENCHMARK Fluency	BENCHMARK		Fluency
GRADE LEVEL 4.RF.4. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION 4.RF.4. Read with sufficient accuracy and fluency to support comprehension.		4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 4.RF.4.a. Read grade-level text with purpose and understanding.

INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.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.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL	4.L.1.	Within the context of authentic English writing and speaking

EXPECTATION

INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT Language Standards **STANDARD**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT **STANDARD**

Language Standards

GRADE LEVEL 4.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION Visual Action of the second	BENCHMARK	Knowledge of Language
		Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 4.L.3.a. Choose words and phrases to convey ideas precisely.

CONTENT STANDARD

Language	Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.
	41.4.0	Line context (e.g., definitions, examples, exacts to ments in text) on a club to the maching of a word or physica

INDICATOR 4.L.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	4.L.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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North Dakota Content Standards Language Arts

Grade 4 - Adopted: 2017

Reading Standards for Informational/Nonfiction Text

CONTENT STANDARD

STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
		Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.

Reading Standards: Foundational Skills

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

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD Writing Standards

OTANDARD		
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL4.W.8.Recall relevant information from experiences or gather relevant information from print and digital sources; take notesEXPECTATIONand categorize information, and provide a list of sources.

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Introduce:
INDICATOR	4.L.1.d.	Use verb tense to convey various times and sequences.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT Language Standards **STANDARD**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.

CONTENT **STANDARD**

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	4.L.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.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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

North Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2017

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- **Reading Standards for Literature/Fiction**
- BENCHMARK Key Ideas and Details GRADE LEVEL 4.RL.1. Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing **EXPECTATION** inferences from the text; summarize the text. GRADE LEVEL 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a EXPECTATION character's thoughts, words, or actions). CONTENT **Reading Standards for Literature/Fiction STANDARD**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT ST ANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes

GRADE LEVEL EXPECTATION	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
BENCHMARK GRADE LEVEL EXPECT ATION	4.W.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL	4.W.9. 4.W.9.a.	
GRADE LEVEL EXPECTATION		Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or
GRADE LEVEL EXPECT AT ION	4.W.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR	4.W.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR CONTENT STANDARD	4.W.9.a.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text."). Language Standards
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	4.W.9.a. 4.W.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text."). Language Standards Conventions of Standard English
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR GRADE LEVEL EXPECT ATION	4.W.9.a. 4.W.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text."). Language Standards Conventions of Standard English Within the context of authentic English writing and speaking
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR SCONT ENT STANDARD BENCHMARK GRADE LEVEL EXPECT ATION INDICATOR	4.W.9.a. 4.W.9.b. 4.L.1.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text."). Language Standards Vithin the context of authentic English writing and speaking Practice:
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR GRADE LEVEL GRADE LEVEL EXPECT ATION INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	4.W.9.a. 4.W.9.b. 4.L.1. 4.L.1.j.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). Language Standards Conventions of Standard English Within the context of authentic English writing and speaking Practice: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GRADE LEVEL EXPECT ATION INDICATOR INDICATOR GRADE LEVEL STANDARD BENCHMARK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR CONTENT CONTENT	4.W.9.a. 4.W.9.b. 4.L.1. 4.L.1.j.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text."). Language Standards Conventions of Standard English Within the context of authentic English writing and speaking Practice: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Resolve issues of complex of contested usage, consulting reliable references as needed.

GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT Language Standards STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.

Language Standards CONTENT

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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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.
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INDICATOR 4.L.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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).

North Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2017

Reading Standards for Literature/Fiction

CONTENT

STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RL.1.	Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawin inferences from the text; summarize the text.
GRADE LEVEL EXPECTATION	4.RL.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).
CONT ENT ST AND ARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.
CONT ENT ST AND ARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
		Writing Standards Text Types and Purposes
STANDARD	4.W.3.	•
ST ANDARD BENCHMARK GRADE LEVEL EXPECT ATION	4.W.3. 4.W.3.a.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
BENCHMARK GRADE LEVEL EXPECT AT ION		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.
ST ANDARD BENCHMARK GRADE LEVEL EXPECT AT ION INDICATOR	4.W.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.
ST ANDARD BENCHMARK GRADE LEVEL	4.W.3.a. 4.W.3.b. 4.W.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 situation

GRADE LEVEL4.W.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.)

GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT ST ANDARD		Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

INDICATOR 4.L.2.e. Use underlining, quotation marks, or italics to indicate titles of works.

INDICATOR 4.L.2.f. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT Language Standards STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL 4.I EXPECTATION	L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 4.L.3.a. Choose words and phrases to convey ideas precisely.

CONTENT Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards

BENCHMARK Vocabulary Acquisition and Use GRADE LEVEL 4.L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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North Dakota Content Standards Language Arts

Grade 4 - Adopted: 2017

Reading Standards for Informational/Nonfiction Text

concepts, or information in a text or part of a text.

CONTENT STANDARD

EXPECTATION

STANDARD		
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
GRADE LEVEL	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,

GRADE LEVEL EXPECTATION	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONT ENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.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.

CONTENT Writing Standards ST ANDARD

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.SL.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 and 3 for specific expectations.)

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT Language Standards STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL 4 EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 4.L.3.a. Choose words and phrases to convey ideas precisely.

INDICATOR	4.L.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).
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160
		North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
GRADE LEVEL EXPECTATION	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL EXPECTATION	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CONT ENT ST AND ARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.

Reading Standards: Foundational Skills

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

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)

GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.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.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").
CONT ENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.SL.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 and 3 for specific expectations.)
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:

INDICATOR 4.L.1.j. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

INDICATOR 4.L.1.p. Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT STANDARD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	4.L.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).

CONTENT Language Standards STANDARD

BENCHMARK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

INDICATOR	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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North Dakota Content Standards Language Arts

Grade 4 - Adopted: 2017

CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	4.RI.1.	Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	4.RI.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.
GRADE LEVEL EXPECTATION	4.RI.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL EXPECTATION	4.RI.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION	4.RI.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT Reading Sta STANDARD

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	4.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.

CONTENT STANDARD

Reading Standards: Foundational Skills

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

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	4.W.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.

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	4.W.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

CONTENT STANDARD

Speaking and Listening Standards

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	4.SL.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.
INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	4.SL.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
INDICATOR	4.SL.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD

BENCHMARK	Presentation of Knowledge and Ideas
GRADE LEVEL 4.SL.6. EXPECTATION	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 and 3 for specific expectations.)

CONTENT Language Standards

STANDARD

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BENCHMARK
                           Conventions of Standard English
GRADE LEVEL
                 4.L.1.
                           Within the context of authentic English writing and speaking...
EXPECTATION
INDICATOR
                           Practice:
INDICATOR
                 4.L.1.j.
                           Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR
                 4.L.1.I.
                           Use possessive nouns.
INDICATOR
                 4.L.1.p.
                           Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT
                          Language Standards
STANDARD
BENCHMARK
                           Conventions of Standard English
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GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.s.	Use regular plural nouns orally by adding /s/ or /es/.
INDICATOR	4.L.1.t.	Form and use regular and irregular plural nouns.
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT		Language Standards

STANDARD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	4.L.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).
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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.

Writing Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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North Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2017

CONTENT STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONT ENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
INDICATOR	4.L.1.z.	Form and use prepositional phrases.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	4.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONT ENT ST AND ARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
INDICATOR	4.L.1.z.	Form and use prepositional phrases.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT ST ANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONT ENT ST AND ARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.

INDICATOR 4.L.1.y. Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.

INDICATOR 4.L.1.z. Form and use prepositional phrases.

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

Language Standards

Writing Standards

CONTENT STANDARD

CONTENT

 BENCHMARK
 Knowledge of Language

 GRADE LEVEL
 4.L.3.
 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

 INDICATOR
 4.L.3.a.
 Choose words and phrases to convey ideas precisely.

CONTENT Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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North Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2017

STANDARD		
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT		Writing Standards
STANDARD		
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)
GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
INDICATOR	4.L.1.z.	Form and use prepositional phrases.
CONTENT ST ANDARD		Language Standards
DENOUNADI		Conventions of Standard English
BENCHMARK		conventions of standard English

GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
INDICATOR	4.L.2.f.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONT ENT ST AND ARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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North Dakota Content Standards Language Arts Grade 4 - Adopted: 2017

CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	4.W.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.
INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	4.W.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.)

GRADE LEVEL EXPECTATION	4.W.5.	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.)
GRADE LEVEL EXPECTATION	4.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	4.L.1.p.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	4.L.1.v.	Form and use regular and irregular verbs.
INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
INDICATOR	4.L.1.x.	Explain the function of an adjective.
INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
INDICATOR	4.L.1.z.	Form and use prepositional phrases.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
	4120	Use underlining quatation marks or italics to indicate titles of works

INDICATOR 4.L.2.e. Use underlining, quotation marks, or italics to indicate titles of works.

INDICATOR 4.L.2.f. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	4.L.3.a.	Choose words and phrases to convey ideas precisely.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	4.L.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).