

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

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.

CONTENT STANDARD

Reading Standards: Foundational Skills

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

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production and Distribution of Writing
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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.)
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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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 STANDARD **Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.
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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.)
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CONTENT STANDARD **Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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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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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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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.
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GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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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.
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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.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD **Reading Standards: Foundational Skills**

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

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.

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.").
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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.
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INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.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).

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 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 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: 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	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.
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INDICATOR	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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].").
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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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 STANDARD **Speaking and Listening Standards**

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

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 STANDARD **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
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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.
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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	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 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.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].").
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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.
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INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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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 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:
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INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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INDICATOR	4.L.1.p.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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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:
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INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
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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).
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CONTENT STANDARD **Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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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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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Key Ideas and Details
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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.
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GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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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.
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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.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD **Reading Standards: Foundational Skills**

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

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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").
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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.
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INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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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 STANDARD

Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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.
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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.)
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CONTENT STANDARD

Language Standards

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

Language Standards

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

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
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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).
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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 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
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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
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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
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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 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: 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	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 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.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 or 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).

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 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).

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 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 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: 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	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.
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INDICATOR	4.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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].").
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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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 STANDARD **Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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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.
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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 or 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).

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).
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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.
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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 STANDARD

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 EXPECTATION	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level 10 independently 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 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 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.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 or 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.
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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.
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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).
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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.
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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).
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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.
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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).

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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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.
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GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Craft and Structure
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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.
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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.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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CONTENT STANDARD **Reading Standards for Informational/Nonfiction Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD **Reading Standards: Foundational Skills**

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

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXPECTATION	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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").
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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:
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INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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INDICATOR	4.L.1.p.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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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.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 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.

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
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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).

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.

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

BENCHMARK		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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CONTENT STANDARD **Language Standards**

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

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.

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).

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.

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.

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").
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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 or contested usage, consulting reliable references as needed.
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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.
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INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
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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.
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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).
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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.

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).

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.

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.

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

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

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
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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).
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CONTENT STANDARD **Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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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.

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.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
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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.
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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").
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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:
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INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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INDICATOR	4.L.1.p.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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CONTENT STANDARD **Language Standards**

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

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
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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).
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CONTENT STANDARD **Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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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.
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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.
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CONTENT STANDARD**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 STANDARD**Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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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
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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
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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
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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
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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.
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CONTENT STANDARD

Reading Standards: Foundational Skills

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

Writing Standards

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

Writing Standards

BENCHMARK		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
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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.
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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 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.

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 or 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
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GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
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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).
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CONTENT STANDARD **Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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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.
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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.
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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.
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CONTENT STANDARD **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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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 Literature/Fiction**

BENCHMARK		Key Ideas and Details
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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.
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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).
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CONTENT STANDARD **Reading Standards for Literature/Fiction**

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text	
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BENCHMARK		Key Ideas and Details
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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.
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GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
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CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text	
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BENCHMARK		Craft and Structure
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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.
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CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text	
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BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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CONTENT STANDARD	Reading Standards for Informational/Nonfiction Text	
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BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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CONTENT STANDARD	Reading Standards: Foundational Skills	
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BENCHMARK		Fluency
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GRADE LEVEL EXPECTATION	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.RF.4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD	Writing Standards	
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BENCHMARK		Text Types and Purposes
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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.
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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.
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INDICATOR	4.W.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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INDICATOR	4.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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].").
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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.").
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CONTENT STANDARD **Language Standards**

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

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.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 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.

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).

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.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		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: 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.

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

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 or 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 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).
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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.
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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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

North Dakota Content Standards

Language Arts

Grade 4 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
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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.
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GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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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.
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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.
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
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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.
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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.
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INDICATOR	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production and Distribution of Writing
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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").
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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.
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INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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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 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
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 or 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
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).
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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.
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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.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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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 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.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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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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.
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CONTENT STANDARD **Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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CONTENT STANDARD **Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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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.
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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.
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INDICATOR	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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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 STANDARD **Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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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.)
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CONTENT STANDARD **Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	4.L.1.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	4.L.1.j.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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INDICATOR	4.L.1.p.	Resolve issues of complex or contested usage, consulting reliable references as needed.
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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.
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INDICATOR	4.L.1.w.	Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.
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INDICATOR	4.L.1.x.	Explain the function of an adjective.
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INDICATOR	4.L.1.y.	Form and use comparative and superlative adverbs and choose between them depending on what is to be modified.
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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.
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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).
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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.
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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).
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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.
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CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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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
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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.
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GRADE LEVEL EXPECTATION	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
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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.
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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.
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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.
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CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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CONTENT STANDARD**Reading Standards for Informational/Nonfiction Text**

BENCHMARK	Range of Reading and Level of Text Complexity	
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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.
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CONTENT STANDARD**Reading Standards: Foundational Skills**

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

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

BENCHMARK	Production and Distribution of Writing	
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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.)
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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.)
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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.
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CONTENT STANDARD**Writing Standards**

BENCHMARK	Research to Build and Present Knowledge	
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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.
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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**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 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.l. Use possessive nouns.

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

CONTENT STANDARD**Language Standards**

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 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 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 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.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**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 or contested usage, consulting reliable references as needed.

CONTENT STANDARD**Language Standards**

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.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.

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).

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.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.

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**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 or 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 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.

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).

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.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**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 or 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.
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INDICATOR	4.L.1.z.	Form and use prepositional phrases.
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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.
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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).
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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.
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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).

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.
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INDICATOR	4.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	4.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	4.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
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CONTENT STANDARD

Writing Standards

BENCHMARK		Production and Distribution of Writing
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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.)
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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.)
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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.
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CONTENT STANDARD

Language Standards

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

Language Standards

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

Language Standards

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXPECTATION	4.L.2.	Within the context of authentic English writing and speaking...
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INDICATOR		Practice:
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INDICATOR	4.L.2.e.	Use underlining, quotation marks, or italics to indicate titles of works.
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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).
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CONTENT STANDARD **Language Standards**

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

BENCHMARK		Vocabulary Acquisition and Use
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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
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CONTENT STANDARD **Writing Standards**

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

BENCHMARK		Production and Distribution of Writing
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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.)
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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 or 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 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.

**CONTENT
STANDARD**

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
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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).