Main Criteria: Structure and Style for Students

Secondary Criteria: New Hampshire College and Career Ready Standards

Subject: Language Arts

Grade: 4

Structure and Style for Students

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

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / NH.CC.RI Reading Standards for Informational Text

STANDARD .4.

| STANDARD / GLE | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

STRAND / NH.CC.RI Reading Standards for Informational Text

STANDARD .4

| STANDARD / GLE | | Craft and Structure |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| GRADE LEVEL EXPECTATION | RI.4.5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .4.

| STANDARD / GLE | | Integration of Knowledge and Ideas |
|----------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .4.

| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / NH.CC.RFReading Standards: Foundational Skills STANDARD .4.

| STANDARD / GLE | | Fluency |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(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"). |
| STRAND / STANDARD | NH.CC.SL | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |

STRAND / NH.CC.S Speaking and Listening Standards STANDARD L.4.

| STANDARD / GLE | | Comprehension and Collaboration |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

$\begin{array}{ll} {\rm STRAND} \ / & {\rm NH.CC.S} \ \ {\rm Speaking} \ {\rm and} \ {\rm Listening} \ {\rm Standards} \\ {\rm STANDARD} & {\rm L.4.} \end{array}$

| STANDARD / GLE | | Presentation of Knowledge and Ideas |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.4.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

STRAND / NH.CC.L. Language Standards STANDARD 4.

| STANDARD / GLE | | Knowledge of Language |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | I 4 3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal |

NH.CC.L. Language Standards

discourse is appropriate (e.g., small-group discussion).

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

EXPECTATION L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / NH.CC.L. Language Standards STANDARD 4.

STRAND /

STANDARD

4.

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

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .4.

| STANDARD / GLE | | Key Ideas and Details |
|----------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| ST ANDARD / GLE | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| GRADE LEVEL EXPECTATION | RI.4.5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| STANDARD / GLE | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| ST ANDARD / GLE | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RF | Reading Standards: Foundational Skills |
| STANDARD / GLE | | Fluency |
| GRADE LEVEL EXPECTATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |

| ST ANDARD / GLE | | Text Types and Purposes |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.4.2(e) | Provide a concluding statement or section related to the information or explanation presented. |

STRAND /

NH.CC.W. Writing Standards

STANDARD

| STANDARD / GLE | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

STRAND / STANDARD

NH.CC.W. Writing Standards

| STANDARD / GLE | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

STRAND /

NH.CC.W. Writing Standards

STANDARD

| GRADE LEVEL W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | STANDARD / GLE | Research to Build and Present Knowledge |
|--|-------------------|---|
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

EXPECTATION

W.4.9(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").

STRAND /

NH.CC.W. Writing Standards

STANDARD

| STANDARD / Range of Writing GLE | |
|---------------------------------|--|
|---------------------------------|--|

| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|-----------------------------|-----------------|---|
| STRAND / STANDARD | NH.CC.SL | . Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECT ATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their clearly. |
| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribut the discussion and link to the remarks of others. |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visua quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | SL.4.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts a relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECT ATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal |

| STRAND / | NH.CC.L. | Language Standards |
|----------|----------|--------------------|
| STANDARD | 4 | |

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

EXPECTATION L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / NH.CC.L. Language Standards STANDARD 4.

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

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

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.4.

| STANDARD / GLE | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RL.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RL.4.2. | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| GRADE LEVEL EXPECTATION | RL.4.3. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |

STRAND / NH.CC.R Reading Standards for Literature

STANDARD L.4.

| ST ANDARD / GLE | | Craft and Structure |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RL.4.6. | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.4.

| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
|--------------------|----------|---|
| GRADE LEVEL | RL.4.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text |
| EXPECTATION | | complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / NH.CC.RF Reading Standards: Foundational Skills STANDARD .4.

| STANDARD / GLE | | Fluency |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

STRAND / NH.CC.W. Writing Standards 4.

| STANDARD / GLE | | Text Types and Purposes |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | W.4.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | W.4.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | W.4.3(b) | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| EXPECTATION | W.4.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | W.4.3(e) | Provide a conclusion that follows from the narrated experiences or events. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Research to Build and Present Knowledge |
|----------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(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]."). |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.SL | . Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | SL.4.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

| STRAND / | NH.CC.L. | Language | Standards |
|----------|----------|----------|-----------|
| STANDARD | 4. | | |

| STANDARD / GLE | | Conventions of Standard English |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| | | |

STRAND / NH.CC.L. Language Standards 5.

| STANDARD / GLE | Vocabulary Acquisition and Use | |
|-------------------|--------------------------------|--|
|-------------------|--------------------------------|--|

GRADE LEVEL EXPECTATION L.4.6.

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

UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND /

NH.CC.R Reading Standards for Literature

STANDARD

| STANDARD / GLE | | Key Ideas and Details |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RL.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RL.4.2. | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| GRADE LEVEL EXPECTATION | RL.4.3. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| CTDAND / | NIII OO D | Deading Chandards for Literature |

NH.CC.R Reading Standards for Literature STRAND /

STANDARD L.4.

| STANDARD / GLE | | Craft and Structure |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RL.4.6. | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

STRAND / NH.CC.R Reading Standards for Literature

STANDARD

| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | RL.4.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / NH.CC.RF Reading Standards: Foundational Skills

STANDARD

| STANDARD / GLE | | Fluency |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

STRAND / NH.CC.W. Writing Standards

STANDARD

4.

| STANDARD / GLE | | Text Types and Purposes |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | W.4.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | W.4.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | W.4.3(b) | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| EXPECTATION | W.4.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | W.4.3(e) | Provide a conclusion that follows from the narrated experiences or events. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

STRAND / NH.CC.W. Writing Standards 4.

| STANDARD / GLE | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

EXPECTATION W.4.9(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].").

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

| STRAND / | NH.CC.SL Speaking and Listening Standards |
|----------|---|
| STANDARD | Λ |

GRADE LEVEL EXPECT ATION

L.4.2.

| STANDARD / | | Comprehension and Collaboration |
|-----------------------------|-----------------|--|
| GLE | | Comprehension and Conadoration |
| GRADE LEVEL EXPECT ATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | SL.4.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |

 $\label{lem:decomposition} \textbf{Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.}$

| EXPECTATION | L.4.2(a) | Use correct capitalization. |
|-------------------------|----------------|---|
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / | | Vocabulary Acquisition and Use |
| GLE | | Vocabulary Acquisition and Ose |

UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .4.

| STANDARD / GLE | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

$\begin{array}{ll} {\rm STRAND} \ / & {\rm NH.CC.RI} \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \\ {\rm STANDARD} & .4. \end{array}$

| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding |
|------------------------------------|-----------------|--|
| | | of the text in which it appears. |
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text |
| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RF | Reading Standards: Foundational Skills |
| STANDARD / GLE | | Fluency |
| GRADE LEVEL EXPECTATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | | Pead on level toxt with purpose and understanding |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| | | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| EXPECTATION | RF.4.4(c) | |
| EXPECTATION EXPECTATION STRAND / | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

EXPECTATION W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION

| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|-----------------------------|----------------|--|
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECT ATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(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"). |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.SL | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| | | |

| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
|-------------------------|-----------------|--|
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | SL.4.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / STANDARD | NH.CC.L. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |

| STANDARD / GLE | | Knowledge of Language |
|--------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECT ATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52 |
| | | New Hampshire College and Career Ready Standards Language Arts Grade 4 - Adopted: 2010 |
| STRAND / STANDARD | NH.CC.R L.4. | Reading Standards for Literature |
| STANDARD / GLE | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

| STANDARD / GLE | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RL.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RL.4.2. | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| GRADE LEVEL EXPECTATION | RL.4.3. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |

| STRAND / | NH.CC.R | Reading | Standards | for Lite | erature |
|----------|---------|---------|-----------|----------|---------|
| STANDARD | L.4. | | | | |

| STANDARD / GLE | Craft and Structure | | |
|-------------------|---------------------|--|--|
|-------------------|---------------------|--|--|

| GRADE LEVEL EXPECTATION | RL.4.6. | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
|--|--|--|
| STRAND / STANDARD | NH.CC.R L.4. | Reading Standards for Literature |
| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RL.4.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RF | Reading Standards: Foundational Skills |
| STANDARD / GLE | | Fluency |
| GRADE LEVEL EXPECT ATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| | | |
| GRADE LEVEL EXPECTATION | W.4.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| | | |
| EXPECTATION | | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event |
| EXPECTATION EXPECTATION | W.4.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION EXPECTATION | W.4.3(a) W.4.3(b) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| EXPECTATION EXPECTATION EXPECTATION | W.4.3(a) W.4.3(b) W.4.3(d) W.4.3(e) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION | W.4.3(a) W.4.3(b) W.4.3(d) W.4.3(e) NH.CC.W. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. |
| EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD / STANDARD / | W.4.3(a) W.4.3(b) W.4.3(d) W.4.3(e) NH.CC.W. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. Writing Standards |
| EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL | W.4.3(a) W.4.3(b) W.4.3(d) W.4.3(e) NH.CC.W.4. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and |

| STRAND / | NH.CC.W. Writing Standards |
|------------|----------------------------|
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| STRAND / STANDARD | NH.CC.W. | Writing Standards |
|----------------------------|----------------|---|
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(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]."). |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.SL | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |

NH.CC.S Speaking and Listening Standards L.4. STRAND / STANDARD

| STANDARD / GLE | | Comprehension and Collaboration |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

STRAND / STANDARD NH.CC.S Speaking and Listening Standards L.4.

| STANDARD / GLE | | Presentation of Knowledge and Ideas |
|-----------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | SL.4.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECT ATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| ST ANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECT ATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |

| STRAND / | NH.CC.L. Language Standards |
|------------|-----------------------------|
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| STANDARD / GLE | | Vocabulary Acquisition and Use |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

NH.CC.R Reading Standards for Literature STRAND / STANDARD

| STANDARD | L.4. | |
|-------------------------|-----------------|--|
| STANDARD / GLE | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RL.4.2. | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| GRADE LEVEL EXPECTATION | RL.4.3. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| STRAND / STANDARD | NH.CC.R L.4. | Reading Standards for Literature |
| STANDARD / | | Craft and Structure |

| ST ANDARD / GLE | | Craft and Structure | |
|-------------------------|---------|--|--|
| GRADE LEVEL EXPECTATION | RL.4.6. | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | |

STRAND / NH.CC.R Reading Standards for Literature **STANDARD**

| ST ANDARD / GLE | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | RL.4.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / NH.CC.RFReading Standards: Foundational Skills **STANDARD** .4.

| STANDARD / GLE | | Fluency |
|-------------------------|-----------|---|
| GRADE LEVEL EXPECTATION | | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |

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

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Text Types and Purposes |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | W.4.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | W.4.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | W.4.3(b) | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| EXPECTATION | W.4.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| EXPECTATION | W.4.3(e) | Provide a conclusion that follows from the narrated experiences or events. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

STRAND / NH.CC.W. Writing Standards 4.

| STANDARD / GLE | Research to Build and Present Knowledge |
|--------------------------------|---|
| GRADE LEVEL W.4.9. EXPECTATION | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

EXPECTATION W.4.9(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].").

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Range of Writing |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.SL | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | SL.4.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |

| STANDARD / GLE | | Conventions of Standard English |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70 |

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD NH.CC.R Reading Standards for Literature L.4.

| STANDARD / GLE | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RL.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

| GRADE LEVEL EXPECTATION | RL.4.2. | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
|---|--|--|
| GRADE LEVEL EXPECTATION | RL.4.3. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| STRAND / STANDARD | NH.CC.R L.4. | Reading Standards for Literature |
| STANDARD / GLE | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RL.4.6. | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| STRAND / STANDARD | NH.CC.R L.4. | Reading Standards for Literature |
| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RL.4.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RF | Reading Standards: Foundational Skills |
| STANDARD / GLE | | Fluency |
| GRADE LEVEL | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | | Read with sufficient accuracy and nuelicy to support comprehension. |
| | | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(a) | |
| EXPECTATION EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION EXPECTATION STRAND / | RF.4.4(a) RF.4.4(c) NH.CC.W | Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| EXPECTATION EXPECTATION STRAND / STANDARD / | RF.4.4(a) RF.4.4(c) NH.CC.W. 4. | Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards |
| EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL | RF.4.4(a) RF.4.4(c) NH.CC.W. 4. | Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, |
| EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION | RF.4.4(a) RF.4.4(c) NH.CC.W. 4. | Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event |
| EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION | RF.4.4(a) RF.4.4(c) NH.CC.W. 4. W.4.3. | Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION EXPECTATION STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION | RF.4.4(a) RF.4.4(c) NH.CC.W.4. W.4.3. W.4.3(a) | Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. |

| STANDARD / GLE | | Production and Distribution of Writing |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / | NH.CC.W | . Writing Standards |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | Research to Build and Present Knowledge | |
|---|---|--|
| GRADE LEVEL EXPECTATION W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research | | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(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].").

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .4.

| 017111271112 | | | | |
|-------------------------|-----------|---|--|--|
| STANDARD / GLE | | Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.4.1. | ingage 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 learly. | | |
| EXPECTATION | SL.4.1(a) | come to discussions prepared, having read or studied required material; explicitly draw on that preparation and ther information known about the topic to explore ideas under discussion. | | |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. | | |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | | |

| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | | | |
|--------------------------|-----------------|--|--|--|--|
| STRAND / STANDARD | NH.CC.S L.4. | eaking and Listening Standards | | | |
| STANDARD / GLE | | Comprehension and Collaboration | | | |
| GRADE LEVEL EXPECTATION | SL.4.2. | raphrase portions of a text read aloud or information presented in diverse media and formats, including visually, antitatively, and orally. | | | |
| STRAND / STANDARD | NH.CC.S L.4. | aking and Listening Standards | | | |
| STANDARD / GLE | | Presentation of Knowledge and Ideas | | | |
| GRADE LEVEL EXPECTATION | SL.4.4. | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | | |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | | | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | | | |
| STANDARD / GLE | | Conventions of Standard English | | | |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | | | |
| STANDARD / GLE | | Conventions of Standard English | | | |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | |
| EXPECTATION | L.4.2(a) | Use correct capitalization. | | | |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. | | | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | | | |
| STANDARD / GLE | | Knowledge of Language | | | |
| GRADE LEVEL EXPECT ATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. | | | |
| | | | | | |

| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | | |
|--|----------------------------|---|--|--|
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | | |
| STANDARD / GLE | | Vocabulary Acquisition and Use | | |
| GRADE LEVEL EXPECT ATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | | |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | | |
| STANDARD / GLE | | Vocabulary Acquisition and Use | | |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | | |
| | | UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90 | | |
| New Hampshire College and Career Ready Standards Language Arts Grade 4 - Adopted: 2010 STRAND / NH.CC.RI Reading Standards for Informational Text | | | | |
| | | Language Arts Grade 4 - Adopted: 2010 | | |
| STANDARD | NH.CC.RI .4. | Language Arts Grade 4 - Adopted: 2010 Reading Standards for Informational Text | | |
| | | Language Arts Grade 4 - Adopted: 2010 | | |
| STANDARD STANDARD / | | Language Arts Grade 4 - Adopted: 2010 Reading Standards for Informational Text | | |
| STANDARD / STANDARD / GLE GRADE LEVEL | .4. | Language Arts Grade 4 - Adopted: 2010 Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences | | |
| STANDARD / GLE GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / | RI.4.1. | Language Arts Grade 4 - Adopted: 2010 Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | | |
| GRADE LEVEL EXPECTATION GRADE LEVEL | RI.4.1. RI.4.2. NH.CC.RI | Language Arts Grade 4 - Adopted: 2010 Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | |

GRADE LEVEL RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,

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

NH.CC.RI Reading Standards for Informational Text

Integration of Knowledge and Ideas

EXPECTATION

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STANDARD

STANDARD /

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| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | | | |
|--------------------------------------|---------------------------|--|--|--|--|
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. | | | |
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text | | | |
| STANDARD / GLE | | Range of Reading and Level of Text Complexity | | | |
| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | |
| STRAND / STANDARD | | Reading Standards: Foundational Skills | | | |
| | .4. | | | | |
| STANDARD / GLE | .4. | Fluency | | | |
| | RF.4.4. | Fluency Read with sufficient accuracy and fluency to support comprehension. | | | |
| GLE GRADE LEVEL | RF.4.4. | | | | |
| GRADE LEVEL EXPECT ATION | RF.4.4 . RF.4.4(a) | Read with sufficient accuracy and fluency to support comprehension. | | | |
| GRADE LEVEL EXPECTATION EXPECTATION | RF.4.4(a) | Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. | | | |

| STANDARD / GLE | | Text Types and Purposes | |
|-------------------------|----------|---|--|
| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| EXPECTATION | W.4.2(a) | oduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., adings), illustrations, and multimedia when useful to aiding comprehension. | |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. | |

STRAND / NH.CC.W. Writing Standards 4.

| STANDARD / GLE | | Production and Distribution of Writing | |
|-------------------------|--------|--|--|
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |

| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | |
|----------------------------|-----------------|--|--|--|
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards | | |
| STANDARD / GLE | | Research to Build and Present Knowledge | | |
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | | |
| STRAND / STANDARD | NH.CC.W. | Writing Standards | | |
| STANDARD / GLE | | Research to Build and Present Knowledge | | |
| GRADE LEVEL EXPECT ATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. | | |
| EXPECTATION | W.4.9(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"). | | |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards | | |
| STANDARD / GLE | | Range of Writing | | |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards | | |
| STANDARD / GLE | | Comprehension and Collaboration | | |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | | |
| STANDARD / GLE | | Conventions of Standard English | | |
| GRADE LEVEL EXPECT ATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | | |
| STANDARD / GLE | | Conventions of Standard English | | |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | |

| EXPECTATION | L.4.2(a) | Use correct capitalization. | | | |
|----------------------------|----------------|--|--|--|--|
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. | | | |
| STRAND / STANDARD | NH.CC.L. | anguage Standards | | | |
| STANDARD / GLE | | Knowledge of Language | | | |
| GRADE LEVEL EXPECT ATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. | | | |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. | | | |
| STRAND / STANDARD | NH.CC.L. | Language Standards | | | |
| STANDARD / GLE | | Vocabulary Acquisition and Use | | | |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | | | |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | | | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | | | |
| STANDARD / GLE | | Vocabulary Acquisition and Use | | | |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic | | | |

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

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

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .4.

| STANDARD / GLE | | Key Ideas and Details | |
|-------------------------|---------|--|--|
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | |
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | |

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .4.

| STANDARD / GLE | Craft and Structu | ire | |
|-------------------|-------------------|-----|--|
|-------------------|-------------------|-----|--|

| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
|--|-----------------------------------|---|
| GRADE LEVEL EXPECTATION | RI.4.5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text |
| STANDARD / GLE | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical |
| EXPECTATION | | texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RF | |
| STRAND / | | texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | | texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. FReading Standards: Foundational Skills |
| STRAND / STANDARD STANDARD / GLE GRADE LEVEL | RF.4.4. | texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. FReading Standards: Foundational Skills Fluency |
| STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION | RF.4.4. | texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. FReading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. |
| STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION | RF.4.4(a) RF.4.4(c) | texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. FReading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. |
| STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / | RF.4.4(a) RF.4.4(c) NH.CC.W. | rexts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Freeding Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD / STANDARD / | RF.4.4(a) RF.4.4(c) NH.CC.W. | The texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Freading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards |
| STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD / GLE GRADE LEVEL GRADE LEVEL | RF.4.4(a) RF.4.4(c) NH.CC.W.4. | texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes |
| STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD / STANDARD / GLE GRADE LEVEL EXPECTATION | RF.4.4(a) RF.4.4(c) NH.CC.W. 4. | texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

STANDARD

STANDARD / GLE 4.

Conventions of Standard English

| STANDARD | 4. | |
|----------------------------|-----------------|--|
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| STRAND / STANDARD | NH.CC.W. | . Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(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"). |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| ST ANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.L. | Language Standards |

| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|-------------------------|----------------|--|
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104 |
| | | New Hampshire College and Career Ready Standards Language Arts Grade 4 - Adopted: 2010 |

STRAND / STANDARD NH.CC.RI Reading Standards for Informational Text .4.

| STANDARD / | Key Ideas and Details |
|------------|-----------------------|
| GLE | |
| | |

| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
|--------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text |
| STANDARD / GLE | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| GRADE LEVEL EXPECTATION | RI.4.5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text |
| STANDARD / GLE | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text |
| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RF | Reading Standards: Foundational Skills |
| STANDARD / GLE | | Fluency |
| GRADE LEVEL EXPECT ATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| | | |

| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|-------------------------|----------|---|
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

STRAND / **STANDARD**

NH.CC.W. Writing Standards

STANDARD / **Production and Distribution of Writing** GLE **GRADE LEVEL** W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

GRADE LEVEL EXPECTATION

EXPECTATION

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as

well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a

audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION

minimum of one page in a single sitting.

STRAND / NH.CC.W. Writing Standards **STANDARD**

W.4.5.

W.4.6.

| STANDARD / GLE | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

NH.CC.W. Writing Standards STRAND / **STANDARD**

| GRADE LEVEL EXPECT ATION W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | STANDARD / GLE | Research to Build and Present Knowledge |
|---|-------------------|---|
| | | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

EXPECTATION W.4.9(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").

STRAND / NH.CC.W. Writing Standards **STANDARD**

| STANDARD / GLE | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

STRAND / NH.CC.S Speaking and Listening Standards **STANDARD** L.4.

| STANDARD / GLE | | Comprehension and Collaboration |
|---|---|---|
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| | | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| | | Language Standards Knowledge of Language |
| STANDARD / | | |
| STANDARD / GLE GRADE LEVEL | 4. | Knowledge of Language |
| STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION | 4. L.4.3. | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION | L.4.3(a) L.4.3(b) | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. |
| STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / | L.4.3(a) L.4.3(b) NH.CC.L. | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. |
| STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD / STANDARD / | L.4.3(a) L.4.3(b) NH.CC.L. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Language Standards |
| STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD / GLE GRADE LEVEL GRADE LEVEL | L.4.3(a) L.4.3(b) NH.CC.L. 4. | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade |
| STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION STRAND / STANDARD / STANDARD / GLE GRADE LEVEL EXPECTATION | L.4.3(a) L.4.3(b) NH.CC.L. 4. L.4.4(a) | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |

GRADE LEVEL EXPECTATION

L.4.6.

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

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD NH.CC.RI Reading Standards for Informational Text

TANDARD .4

| STANDARD / GLE | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

STRAND / NH.CC.RI Reading Standards for Informational Text

STANDARD .4

| STANDARD / GLE | | Craft and Structure |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| GRADE LEVEL EXPECTATION | RI.4.5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |

STRAND / NH.CC.RI Reading Standards for Informational Text

STANDARD

.4.

| STANDARD / GLE | | Integration of Knowledge and Ideas |
|----------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .4.

| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND / NH.CC.RF Reading Standards: Foundational Skills

STANDARD

.4.

| STANDARD / GLE | | Fluency |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| EXPECTATION | W.4.9(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"). |
|--------------------------|-----------------|---|
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| ST ANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECT ATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| | | |

| STANDARD / GLE | | Vocabulary Acquisition and Use |
|-------------------------|-----------------|--|
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112 |
| | | New Hampshire College and Career Ready Standards Language Arts Grade 4 - Adopted: 2010 |
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text |
| STANDARD / GLE | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| STANDARD / GLE | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| STANDARD / GLE | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |

EXPECTATION

NH.CC.RI Reading Standards for Informational Text

STRAND / STANDARD

| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
|----------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RF | Reading Standards: Foundational Skills |
| STANDARD / GLE | | Fluency |
| GRADE LEVEL EXPECTATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |

| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
|--------------------------|-----------------|---|
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECT ATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(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"). |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECT ATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red sma bag). |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECT ATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| | | |

STRAND / NH.CC.L. Language Standards **STANDARD** 4.

| STANDARD / GLE | | Knowledge of Language |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |

NH.CC.L. Language Standards STRAND /

| STANDARD | 4. | |
|----------|----|--|
| | | |

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

EXPECTATION L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / NH.CC.L. Language Standards

STANDARD

GLE

STANDARD / **Vocabulary Acquisition and Use GRADE LEVEL** L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word **EXPECT ATION** meanings.

EXPECTATION L.4.5(c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

STRAND / NH.CC.L. Language Standards

STANDARD 4.

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

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

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / NH.CC.RI Reading Standards for Informational Text **STANDARD** .4.

| STANDARD / GLE | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
|--------------------------|-----------------|--|
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text |
| ST ANDARD / GLE | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text |
| STANDARD / GLE | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| STRAND / STANDARD | NH.CC.RI .4. | Reading Standards for Informational Text |
| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RF | Reading Standards: Foundational Skills |
| STANDARD / GLE | | Fluency |
| GRADE LEVEL EXPECTATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| GRADE LEVEL EXPECT ATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |

| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic. |
|----------------------------|-----------------|---|
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, an audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take note and categorize information, and provide a list of sources. |
| STRAND / STANDARD | NH.CC.W. 4. | . Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECT ATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(b) | Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence support particular points in a text"). |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| | | |

| STRAND / | NH.CC.L. | Language Standards |
|----------|----------|--------------------|
| STANDARD | 1 | |

| ST ANDARD / GLE | | Conventions of Standard English |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| EXPECTATION | L.4.4(c) | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |

| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
|----------------------------|-----------------|--|
| | | UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130 |
| | | New Hampshire College and Career Ready Standards Language Arts Grade 4 - Adopted: 2010 |
| STRAND / STANDARD | NH.CC.R L.4. | Reading Standards for Literature |
| STANDARD / GLE | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RL.4.3. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| STRAND / STANDARD | NH.CC.R L.4. | Reading Standards for Literature |
| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RL.4.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| STANDARD / GLE | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| STANDARD / GLE | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| | | |

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

STANDARD / GLE

GRADE LEVEL

EXPECTATION

RI.4.8.

Integration of Knowledge and Ideas

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .4.

| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

$\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.RF\,Reading\,\,Standards:\,Foundational\,\,Skills} \\ {\rm STANDARD} & .4. \end{array}$

| STANDARD / GLE | | Fluency |
|-------------------------|-----------|--|
| GRADE LEVEL EXPECTATION | | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Text Types and Purposes |
|--------------------------|----------|--|
| GRADE LEVEL EXPECT ATION | W.4.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | W.4.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | W.4.3(b) | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| EXPECTATION | W.4.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Production and Distribution of Writing |
|-------------------------|--------|--|
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

| STANDARD / | Research to Build and Present Knowledge |
|------------|---|
| GLE | |

| GRADE LEVEL | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|-------------------------|-----------------|---|
| EXPECTATION | | |
| EXPECTATION | W.4.9(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]."). |
| EXPECTATION | W.4.9(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"). |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
|----------------------------|-----------------|--|
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138 |
| | | New Hampshire College and Career Ready Standards Language Arts Grade 4 - Adopted: 2010 |
| STRAND / STANDARD | NH.CC.R L.4. | Reading Standards for Literature |
| STANDARD / GLE | | Key Ideas and Details |
| GRADE LEVEL EXPECTATION | RL.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RL.4.3. | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |
| STRAND / STANDARD | NH.CC.R L.4. | Reading Standards for Literature |
| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXPECTATION | RL.4.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / STANDARD | NH.CC.RF | Reading Standards: Foundational Skills |
| STANDARD / GLE | | Fluency |

Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION

RF.4.4.

| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
|-----------------------------|----------------|--|
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| GRADE LEVEL EXPECT ATION | W.4.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | W.4.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | W.4.3(b) | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| EXPECTATION | W.4.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECT ATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(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]."). |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a simple stiffing or a day or two) for a range of discipline specific tasks numbered, and audiences. |

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NH.CC.S Speaking and Listening Standards

EXPECTATION

STRAND /

STANDARD

| STANDARD / GLE | | Comprehension and Collaboration |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| | | |
| STANDARD / GLE | | Vocabulary Acquisition and Use |

GRADE LEVEL EXPECTATION L.4.6.

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

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

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

STRAND /

NH.CC.RI Reading Standards for Informational Text

| TANDARD | .4 |
|---------|----|
|---------|----|

| STANDARD / GLE | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

STRAND / **STANDARD**

NH.CC.RI Reading Standards for Informational Text

.4.

| STANDARD / GLE | | Craft and Structure |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| GRADE LEVEL EXPECTATION | RI.4.5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| GRADE LEVEL EXPECTATION | RI.4.6. | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |

STRAND /

NH.CC.RI Reading Standards for Informational Text

STANDARD

| STANDARD / GLE | | Integration of Knowledge and Ideas |
|----------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| GRADE LEVEL EXPECTATION | RI.4.9. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

STRAND / **STANDARD**

NH.CC.RI Reading Standards for Informational Text

| STANDARD | 1 |
|----------|---|
| GLE | |

Range of Reading and Level of Text Complexity

| GRADE LEVEL EXPECTATION | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
|-------------------------|----------------|--|
| STRAND / STANDARD | NH.CC.RI | Reading Standards: Foundational Skills |
| STANDARD / GLE | | Fluency |
| GRADE LEVEL EXPECTATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. | . Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |

STANDARD 4.

| STANDARD / GLE | | Research to Build and Present Knowledge |
|-------------------------|--------|---|
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

| STRAND / | NH.CC.W. Writing | g Standards |
|----------|------------------|-------------|
| STANDARD | 4. | |

| STANDARD | 4. | |
|-------------------------|-----------------|---|
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | W.4.9(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"). |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.SL | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |

STRAND / NH.CC.S Speaking and Listening Standards STANDARD L.4.

quantitatively, and orally.

| STANDARD / GLE | | Presentation of Knowledge and Ideas |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,

STRAND / NH.CC.L. Language Standards STANDARD 4.

SL.4.2.

GRADE LEVEL

EXPECTATION

| STANDARD / GLE | | Conventions of Standard English |
|-------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

| ST | RAND / | |
|----|--------|--|
| ST | ANDARD | |

NH.CC.RI Reading Standards for Informational Text

.4.

| ST ANDARD / GLE | | Key Ideas and Details |
|-------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

STRAND /

NH.CC.RI Reading Standards for Informational Text

STANDARD

.4.

| STANDARD / GLE | | Craft and Structure |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| GRADE LEVEL EXPECTATION | RI.4.5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| GRADE LEVEL EXPECTATION | RI.4.6. | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |

STRAND / STANDARD

NH.CC.RI Reading Standards for Informational Text

.4.

| STANDARD / GLE | | Integration of Knowledge and Ideas |
|----------------------------|---------|--|
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL EXPECTATION | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| GRADE LEVEL EXPECTATION | RI.4.9. | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

STRAND / STANDARD

NH.CC.RI Reading Standards for Informational Text

.4.

| STANDARD / GLE | | Range of Reading and Level of Text Complexity |
|-------------------|----------|---|
| CDADE LEVEL | DI 4 10 | By the end of year road and comprehend informational toyto including history/again studies, egipped and technical |
| GRADE LEVEL | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical |
| EXPECTATION | | texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

STRAND /

NH.CC.RFReading Standards: Foundational Skills

| STANDARD / GLE | | Fluency |
|----------------------------|----------------|--|
| GRADE LEVEL EXPECTATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.8. | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| | | Writing Standards |
| STRAND / STANDARD | NH.CC.W. 4. | |
| | | Research to Build and Present Knowledge |

| EXPECTATION | W.4.9(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"). | |
|-----------------------------|-----------------|--|--|
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards | |
| STANDARD / GLE | | Range of Writing | |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| STRAND / STANDARD | NH.CC.SL | . Speaking and Listening Standards | |
| STANDARD / GLE | | Comprehension and Collaboration | |
| GRADE LEVEL EXPECT ATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | |
| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. | |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards | |
| STANDARD / GLE | | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards | |
| STANDARD / GLE | | Presentation of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | |
| STANDARD / GLE | | Conventions of Standard English | |
| GRADE LEVEL | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |

| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
|----------------------------|----------------|--|
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

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

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .4.

STANDARD / GLE

Fluency

| STANDARD / GLE | | Key Ideas and Details |
|--|----------------------------|---|
| GRADE LEVEL EXPECTATION | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| GRADE LEVEL EXPECTATION | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| STANDARD / GLE | | Craft and Structure |
| GRADE LEVEL EXPECTATION | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| GRADE LEVEL EXPECTATION | RI.4.5. | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| GRADE LEVEL EXPECTATION | RI.4.6. | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| STRAND / STANDARD | NH.CC.RI | Reading Standards for Informational Text |
| STANDARD / | | Integration of Knowledge and Ideas |
| GLE | | |
| GRADE LEVEL EXPECTATION | RI.4.7. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL | RI.4.7. RI.4.8. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding |
| GRADE LEVEL EXPECTATION | | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL | RI.4.8. RI.4.9. | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | RI.4.8. RI.4.9. NH.CC.RI | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / STANDARD | RI.4.8. RI.4.9. NH.CC.RI | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. Reading Standards for Informational Text |

| GRADE LEVEL EXPECT ATION | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
|----------------------------|----------------|--|
| EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |
| EXPECTATION | RF.4.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| ST ANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| ST ANDARD / GLE | | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION | W.4.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| EXPECTATION | W.4.9(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"). | |
|-----------------------------|-----------------|--|--|
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards | |
| STANDARD / GLE | | Range of Writing | |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| STRAND / STANDARD | NH.CC.SL | Speaking and Listening Standards | |
| STANDARD / GLE | | Comprehension and Collaboration | |
| GRADE LEVEL EXPECT ATION | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | |
| EXPECTATION | SL.4.1(a) | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | |
| EXPECTATION | SL.4.1(b) | Follow agreed-upon rules for discussions and carry out assigned roles. | |
| EXPECTATION | SL.4.1(c) | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | |
| EXPECTATION | SL.4.1(d) | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards | |
| STANDARD / GLE | | Comprehension and Collaboration | |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards | |
| STANDARD / GLE | | Presentation of Knowledge and Ideas | |
| GRADE LEVEL EXPECTATION | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards | |
| STANDARD / GLE | | Conventions of Standard English | |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |

| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
|----------------------------|----------------|--|
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| ST ANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| EXPECTATION | L.4.3(c) | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| ST ANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| EXPECTATION | L.4.4(a) | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

| STRAND / | NH.CC.W. W | /riting | Standards |
|----------|------------|---------|------------------|
| STANDARD | 4 | | |

| STANDARD / GLE | | Text Types and Purposes |
|--------------------------|-----------------|--|
| GRADE LEVEL EXPECT ATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| ST ANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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

UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

New Hampshire College and Career Ready Standards Language Arts

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STRAND / NH.CC.W. Writing Standards STANDARD 4.

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

EXPECTATION W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------------------------|----------|--|
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W | . Writing Standards |
| STANDARD / GLE | | Text Types and Purposes |
| GRADE LEVEL EXPECTATION | W.4.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| EXPECTATION | W.4.3(a) | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| EXPECTATION | W.4.3(b) | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| EXPECTATION | W.4.3(d) | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |

STRAND / NH.CC.W. Writing Standards STANDARD 4.

| STANDARD / GLE | | Range of Writing |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

STRAND / NH.CC.S Speaking and Listening Standards STANDARD L.4.

| STANDARD / GLE | | Comprehension and Collaboration |
|-------------------------|---------|---|
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

STRAND / NH.CC.L. Language Standards STANDARD 4.

| STANDARD / GLE | | Conventions of Standard English |
|--------------------------|----------------|--|
| GRADE LEVEL EXPECT ATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | L.4.1(e) | Form and use prepositional phrases. |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECT ATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECT ATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | UNIT 7: INVENTIVE WRITING Week 22 Page 181-188 |

UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

| STANDARD / | Text Types and Purposes | |
|------------|-------------------------|--|
| GLE | | |

| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|-------------------------|-----------------|--|
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | L.4.1(e) | Form and use prepositional phrases. |

| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
|----------------------------|----------------|--|
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.4.2(a) | Use correct capitalization. |
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECT ATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| | | LINIT 7: INIVENTIVE WALTING Week 23 Dags 180-108 |

UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

| STANDARD / GLE | | Text Types and Purposes |
|-------------------------|----------|---|
| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |

| EXPECTATION | W.4.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
|----------------------------|-----------------|--|
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |
| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.4.1(d) | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| EXPECTATION | L.4.1(e) | Form and use prepositional phrases. |
| EXPECTATION | L.4.1(f) | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Conventions of Standard English |
| GRADE LEVEL EXPECTATION | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | | |

| EXPECTATION | L.4.2(a) | Use correct capitalization. |
|----------------------------|----------------|--|
| EXPECTATION | L.4.2(d) | Spell grade-appropriate words correctly, consulting references as needed. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Knowledge of Language |
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STANDARD / GLE | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXPECTATION | L.4.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

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New Hampshire College and Career Ready Standards Language Arts

Grade 4 - Adopted: 2010

| STANDARD / GLE | | Text Types and Purposes |
|-------------------------|----------------|---|
| GRADE LEVEL EXPECTATION | W.4.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | W.4.2(a) | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| EXPECTATION | W.4.2(b) | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION | W.4.2(d) | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION | W.4.2(e) | Provide a concluding statement or section related to the information or explanation presented. |
| STRAND / STANDARD | NH.CC.W. 4. | Writing Standards |
| STANDARD / GLE | | Production and Distribution of Writing |

| GRADE LEVEL EXPECTATION | W.4.4. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
|--|---|---|
| GRADE LEVEL EXPECTATION | W.4.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| GRADE LEVEL EXPECTATION | W.4.6. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| STRAND / STANDARD | NH.CC.W. | Writing Standards |
| STANDARD / GLE | | Range of Writing |
| GRADE LEVEL EXPECTATION | W.4.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STRAND / STANDARD | NH.CC.S L.4. | Speaking and Listening Standards |
| STANDARD / GLE | | Comprehension and Collaboration |
| | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, |
| GRADE LEVEL EXPECTATION | | quantitatively, and orally. |
| | | quantitatively, and orally. Language Standards |
| EXPECTATION STRAND / | NH.CC.L. | |
| STRAND / STANDARD | NH.CC.L. 4. | Language Standards |
| STRAND / STANDARD STANDARD / GLE GRADE LEVEL | NH.CC.L. 4. | Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or |
| STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION | NH.CC.L. 4. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small |
| STRAND / STANDARD STANDARD / GLE GRADE LEVEL EXPECTATION | NH.CC.L. 4. L.4.1. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION | NH.CC.L. 4. L.4.1. L.4.1(d) L.4.1(e) | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. |
| STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION STRAND / | NH.CC.L. 4. L.4.1. L.4.1(d) L.4.1(e) L.4.1(f) NH.CC.L. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD / STA | NH.CC.L. 4. L.4.1(d) L.4.1(e) L.4.1(f) NH.CC.L. 4. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards |
| STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION | NH.CC.L. 4. L.4.1(d) L.4.1(e) L.4.1(f) NH.CC.L. 4. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and |
| STRAND / STANDARD / GLE GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD / STANDARD / GLE GRADE LEVEL EXPECTATION | NH.CC.L. 4. L.4.1(d) L.4.1(e) L.4.1(f) NH.CC.L. 4. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| STANDARD / GLE | | Knowledge of Language |
|-------------------------|----------|--|
| GRADE LEVEL EXPECTATION | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | L.4.3(a) | Choose words and phrases to convey ideas precisely. |
| EXPECTATION | L.4.3(b) | Choose punctuation for effect. |

STRAND / NH.CC.L. Language Standards STANDARD 4.

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