

Structure and Style for Students

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

New York State Learning Standards and Core Curriculum
Language Arts
 Grade 4 - Adopted: 2017/Effective 2020

**STRAND /
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 THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION		STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION		STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE
EXPECTATION

STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION /
CONTENT
SPECIFICATION

4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

EXPECTATION /
CONTENT
SPECIFICATION

4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION /
CONTENT
SPECIFICATION

4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE EXPECTATION 4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

GRADE EXPECTATION 4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING	Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE
EXPECTATION

4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE
EXPECTATION

4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.

GRADE
EXPECTATION

4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE
EXPECTATION

4W2c: Use precise language and content-specific vocabulary.

GRADE
EXPECTATION

4W2e: Provide a concluding statement or section related to the information or explanation presented.

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CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
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EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
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GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
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EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
 Language Arts
 Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE EXPECTATION STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas

GRADE EXPECTATION STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE
EXPECTATION

STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
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GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
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GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
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CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	4W3e:	Provide a conclusion that follows from the narrated experiences or events.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.

GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
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GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
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GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

**EXPECTATION /
CONTENT
SPECIFICATION** 4L6: Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020**

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

**GRADE
EXPECTATION** STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**GRADE
EXPECTATION** STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**GRADE
EXPECTATION** STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas

GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
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GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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GRADE EXPECTATION STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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GRADE EXPECTATION STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
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STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
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EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE EXPECTATION	4W3a:	Establish a situation and introduce a narrator and/or characters.
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GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
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GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE EXPECTATION	4W3e:	Provide a conclusion that follows from the narrated experiences or events.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

**EXPECTATION /
CONTENT
SPECIFICATION** 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

**EXPECTATION /
CONTENT
SPECIFICATION** 4SL1: **Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.**

**GRADE
EXPECTATION** 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

**GRADE
EXPECTATION** 4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

**GRADE
EXPECTATION** 4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

**EXPECTATION /
CONTENT
SPECIFICATION** 4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
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GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

GRADE
EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
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GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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**STRAND /
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CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION 4SL1: **Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.**

GRADE EXPECTATION 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE EXPECTATION 4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

GRADE EXPECTATION 4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION 4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION		STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION		STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION		STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Presentation of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING	Fluency

EXPECTATION / CONTENT SPECIFICATION	4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE EXPECTATION	4W3a:	Establish a situation and introduce a narrator and/or characters.
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GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
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GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE EXPECTATION	4W3e:	Provide a conclusion that follows from the narrated experiences or events.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4SL4:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION 4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

**STRAND /
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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION 4L6: Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020**

**STRAND /
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UNIFYING
THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE EXPECTATION STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE EXPECTATION STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas

GRADE EXPECTATION STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
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STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
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EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	4W3e:	Provide a conclusion that follows from the narrated experiences or events.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

**EXPECTATION /
CONTENT
SPECIFICATION** 4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

**EXPECTATION /
CONTENT
SPECIFICATION** 4L1: **Core Conventions Skills for Grades 3-5:**

**GRADE
EXPECTATION** 4L1:2 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

**GRADE
EXPECTATION** 4L1:7 Form and use regular and irregular verbs.

**GRADE
EXPECTATION** 4L1:12 Recognize and correct inappropriate shifts in verb tense.

**GRADE
EXPECTATION** 4L1:16 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

**EXPECTATION /
CONTENT
SPECIFICATION** 4L2: **Core Punctuation and Spelling Skills for Grades 3-5:**

GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

**EXPECTATION /
CONTENT
SPECIFICATION** 4L6: Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020**

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

**GRADE
EXPECTATION** STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**GRADE
EXPECTATION** STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**GRADE
EXPECTATION** STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas

GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
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GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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GRADE EXPECTATION STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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GRADE EXPECTATION STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION 4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION /
CONTENT
SPECIFICATION 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

EXPECTATION /
CONTENT
SPECIFICATION 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
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STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
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EXPECTATION /
CONTENT
SPECIFICATION 4RF4: **Read grade-level text with sufficient accuracy and fluency to support comprehension.**

GRADE
EXPECTATION 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION /
CONTENT
SPECIFICATION 4W3: **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

GRADE
EXPECTATION 4W3a: Establish a situation and introduce a narrator and/or characters.

GRADE
EXPECTATION 4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.

GRADE
EXPECTATION 4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

GRADE
EXPECTATION 4W3e: Provide a conclusion that follows from the narrated experiences or events.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

**EXPECTATION /
CONTENT
SPECIFICATION** 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

**EXPECTATION /
CONTENT
SPECIFICATION** 4SL1: **Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.**

**GRADE
EXPECTATION** 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

**GRADE
EXPECTATION** 4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

**GRADE
EXPECTATION** 4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

**EXPECTATION /
CONTENT
SPECIFICATION** 4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
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GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
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GRADE EXPECTATION STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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GRADE EXPECTATION STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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GRADE EXPECTATION STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
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GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
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GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
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GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
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GRADE EXPECTATION STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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GRADE EXPECTATION STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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GRADE EXPECTATION STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
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GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
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GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
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GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
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GRADE EXPECTATION STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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GRADE EXPECTATION STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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GRADE EXPECTATION STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
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GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
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GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
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GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
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GRADE EXPECTATION STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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GRADE EXPECTATION STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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GRADE EXPECTATION STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
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GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
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GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

GRADE EXPECTATION	4L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE EXPECTATION	4L5c:	Demonstrate understanding of words by relating them to their antonyms and synonyms.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
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GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
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GRADE EXPECTATION STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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GRADE EXPECTATION STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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GRADE EXPECTATION STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	4th Grade Reading Standards (Literary and Informational Text) 4R
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:8	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
GRADE EXPECTATION	4L1:11	Use verb tense to convey various times, sequences, states, and conditions.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	4L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
GRADE EXPECTATION		STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas
GRADE EXPECTATION		STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION

STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

4R2:

Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION /
CONTENT
SPECIFICATION

4R3:

In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.

GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
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EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
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GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
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GRADE EXPECTATION	4L2:2	Use correct capitalization.
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GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
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GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
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EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Integration of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE EXPECTATION	4W3a:	Establish a situation and introduce a narrator and/or characters.
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GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
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GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	4W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
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EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /
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UNIFYING
THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

**STRAND /
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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE
EXPECTATION

STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

4R2:

Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
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EXPECTATION / CONTENT SPECIFICATION	4R6:	In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
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GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
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GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	4W7:	Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.
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**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.

GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
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GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

New York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION

STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION **STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	4R3:	In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
EXPECTATION / CONTENT SPECIFICATION	4R6:	In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	4W7:	Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

**STRAND /
DOMAIN /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.

GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
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GRADE EXPECTATION	4L2:2	Use correct capitalization.
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GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
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GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
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GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE
EXPECTATION

STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
DOMAIN /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

4R2:

Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

EXPECTATION /
CONTENT
SPECIFICATION

4R3:

In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	4R5:	In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
EXPECTATION / CONTENT SPECIFICATION	4R6:	In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL) In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	4R7:	Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	4W7:	Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
GRADE EXPECTATION	4SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	4SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
GRADE EXPECTATION	4SL1d:	Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION 4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:5	Form and use regular and irregular plural nouns.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.

GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
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GRADE EXPECTATION	4L2:2	Use correct capitalization.
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GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
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GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
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GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION		STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.

**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
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EXPECTATION / CONTENT SPECIFICATION 4L6: Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
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GRADE EXPECTATION STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
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GRADE EXPECTATION STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE
EXPECTATION

4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.

GRADE
EXPECTATION

4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE
EXPECTATION

4W2c: Use precise language and content-specific vocabulary.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE EXPECTATION	4W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	4W3b:	Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	4W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.

GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE EXPECTATION		STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE EXPECTATION		STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION		STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**STRAND /
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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

**STRAND /
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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

**STRAND /
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THEME****New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE
EXPECTATION

4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.

GRADE
EXPECTATION

4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.

GRADE
EXPECTATION

4W2c: Use precise language and content-specific vocabulary.

GRADE
EXPECTATION

4W2e: Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	4L2:2	Use correct capitalization.
GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	4L3b:	Choose punctuation for effect.

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L6:	Acquire and accurately use general academic and content-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 York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION		STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION		STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

GRADE
EXPECTATION

STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.

GRADE
EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections.
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary.
GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	4L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	4L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	4L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	4L1:15	Use and identify prepositional phrases.

GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
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EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
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GRADE EXPECTATION	4L2:1	Capitalize appropriate words in titles.
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GRADE EXPECTATION	4L2:2	Use correct capitalization.
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GRADE EXPECTATION	4L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
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GRADE EXPECTATION	4L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
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EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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GRADE EXPECTATION	4L3b:	Choose punctuation for effect.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING	Vocabulary Acquisition and Use

EXPECTATION / 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
CONTENT SPECIFICATION