Main Criteria: Structure and Style for Students

Secondary Criteria: New York State Learning Standards and Core Curriculum

Subject: Language Arts

Grade: 4

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 /
DOMAIN /
UNIFYING
THEME

EXPECTATION

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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 / CONCEPT UAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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	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.

GRADE

EXPECTATION

New York State Next Generation English Language Arts Learning Standards

CATEGORY/ CLUSTER/	English Language Arts Anchor Standards
KEY IDEA	
STANDARD / CONCEPTUAL UNDERSTAND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

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.

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 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
ST ANDARD / CONCEPTUAL UNDERSTAND ING	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 UNDERSTAND ING	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
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CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTAND ING		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 / 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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	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.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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 UNDERSTAND ING		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.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

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New York State Learning Standards and Core Curriculum Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
KEYIDEA	

STANDARD / CONCEPTUAL UNDERSTAND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

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 UNDERSTAND ING	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 UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING	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 UNDERSTAND ING	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
ST ANDARD / CONCEPT UAL UNDERST AND ING	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 UNDERSTAND ING	Language Anchor Standards
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 / JNIFYING 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 UNDERSTAND ING		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)
TRAND / OMAIN / NIFYING HEME		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 UNDERSTAND ING		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)
TRAND / OMAIN / NIFYING HEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / CEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL JNDERSTAND NG		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)

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.
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 UNDERSTAND ING		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 UNDERSTAND ING		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
CLUSTER /		4th Grade Speaking and Listening Standards 4SL Presentation of Knowledge and Ideas
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	4SL4:	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	4SL4:	Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive
CLUSTER / KEY IDEA ST AND ARD / CONCEPTUAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING	4SL4:	Presentation of Knowledge and Ideas 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.
CLUSTER / KEY IDEA ST AND ARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	4SL4:	Presentation of Knowledge and Ideas 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. New York State Next Generation English Language Arts Learning Standards
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND		Presentation of Knowledge and Ideas 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. New York State Next Generation English Language Arts Learning Standards 4th Grade Language Standards 4L

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely.
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 UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 3 Page 23-30
		New York State Learning Standards and Core Curriculum
		Language Arts
		Grade 4 - Adopted: 2017/Effective 2020
STRAND /		New York State Next Generation English Language Arts Learning Standards

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING	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
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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

ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING		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 / 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 UNDERSTAND ING		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: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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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CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EVDECTATION /	41.6:	Acquire and accurately use general academic and content specific words and phrases including those that signal

EXPECTATION / 4L6: CONTENT

SPECIFICATION

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

STRAND / DOMAIN / UNIFYING THEME

EXPECT ATION

/ CONTENT SPECIFICATIO Craft and Structure

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards

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 UNDERSTAND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 / 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 UNDERSTAND ING		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: Foundational Skills 4RF
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	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 / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 2: WRITING FROM NOTES Week 5 Page 39-46

New York State Learning Standards and Core Curriculum Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERSTAND ING	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 UNDERSTAND ING	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.
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 UNDERSTAND ING	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 UNDERSTAND ING	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

ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING		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 UNDERSTAND ING		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 / 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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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

STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	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 / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATIO N	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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 / English Language Arts Anchor Standards
CLUSTER /
KEY IDEA

STANDARD / CONCEPTUAL UNDERSTAND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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.

EXPECTATION

variety of lenses and perspectives.

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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING	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.

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 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 UNDERSTAND ING	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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 / 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 UNDERSTAND ING		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: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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.
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 UNDERSTAND ING		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 UNDERSTAND ING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards 4th Grade Language Standards 4L
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	4L1:	4th Grade Language Standards 4L
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	4L1 :	4th Grade Language Standards 4L Conventions of Academic English/Language for Learning (Appendix A)
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		4th Grade Language Standards 4L Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5:
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE EXPECTATION GRADE	4L1:2	4th Grade Language Standards 4L Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 /		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING THEME		

STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

IHEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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

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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

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

GRADE

EXPECTATION

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speaking.

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
GRADE	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, a spelling when writing. STRAND / DOMAIN / UNIFFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING RADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFFYING THEME Knowledge of Language Knowledge of Language STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / DOMAIN / UNIFFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING STANDARD / CONCEPTUAL UN	
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONCEPTUAL UNDERSTAND Effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNIFYING THEME CATEGORY / CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNIFYING THEME CATEGORY / CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING STANDARD / CON	ıake
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EXPECTATION / CONTENT SPECIFICATION N GRADE STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING Expectation Standards Language Anchor Standards Vocabulary Acquisition and Use GRADE STANDARD / CONTENT SPECIFICATION / CONTENT SPECIFICATION N GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by use of the property of the property of the property of the property of the meaning of unknown and multiple-meaning words and phrases by use of the property of the property of the property of the property of the meaning of unknown and multiple-meaning words and phrases by use of the property	ıake
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EXPECTATION effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by use the standard of the st	ıake
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by use the second s	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by use	
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by use the second secon	
GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by use	
appropriate.	
GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases suffi reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ient for
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME	
CATEGORY / 4th Grade Reading Standards (Literary and Informational Text) 4R CLUSTER / KEY IDEA	
STANDARD / CONCEPTUAL UNDERSTAND ING	

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

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 UNDERSTAND ING		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 UNDERSTAND ING		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.

EXPECTATION

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THEME		
CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO	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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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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CATEGORY / CLUSTER / KEY IDEA	4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTAND ING	Vocabulary Acquisition and Use

EXPECTATION / 4L6:

CONTENT SPECIFICATION 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 / DOMAIN / UNIFYING THEME

EXPECT ATION

/ CONTENT SPECIFICATIO Craft and Structure

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

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 UNDERSTAND ING	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
ST ANDARD / CONCEPT UAL UNDERST AND ING	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 I CLUSTER I KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 / 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 UNDERSTAND ING		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: Foundational Skills 4RF
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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
STANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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).

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		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	1	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		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	1	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 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.
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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	Key Ideas and Details

e a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational lain events, procedures, ideas, or concepts, including what happened and why, based on specific from the text. (RI)
State Next Generation English Language Arts Learning Standards
le Reading Standards (Literary and Informational Text) 4R
d Structure
e the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as e, comparison, cause/effect, and problem/solution. (RI)
State Next Generation English Language Arts Learning Standards
le Reading Standards (Literary and Informational Text) 4R
le Reading Standards (Literary and Informational Text) 4R ion of Knowledge and Ideas
formation presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,
formation presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, s, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)
formation presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, s, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL) State Next Generation English Language Arts Learning Standards

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

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPT UAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		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	1	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		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	1	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 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	Key Ideas and Details

EXPECTATION / 4R2: Determine a theme or central idea of text and explain tow it is supported thy key details; summarize a text, (RIARI.) EXPECTATION / 4R3: In illerary exist, describe a character, setting, or event, drawing on specific details in the text (RI) is informational toxs, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text (RI) STRAMO / NOMAN / UNIFORM / VARY State Next Generation English Language Arts Learning Standards UNIFORM / VARY State Next Generation English Language Arts Learning Standards CATEGORY / 4R4: Determine the meaning of words, physics in fluency to support comprehension. EXPECTATION / 4R5: or like any texts, identify and analyze structural elements, using terms such as evere, mythm, meter, characters, settings, dialogue, stage directors, (RLI) in informational text, identify the overall structure using terms such as sequence, comparison, causelefect, and problem/solution. (RI) STRAMO / New York State Next Generation English Language Arts Learning Standards UNIFFING THEME CATEGORY / 4R5: Integration of Knowledge and Ideas CATEGORY / 4R7: animators, illustrators), and explain how the informational Text () 1 4R Litergrain of Knowledge and Ideas CATEGORY / 4R7: animators, illustrators), and explain how the information combinates to an understanding of the text, (RIARIL) STRAMO / New York State Next Generation English Language Arts Learning Standards Litergrain of Knowledge and Ideas CATEGORY / 4R6: derity information presented visually, orally, or quantitatively (r.g., in charts, graphs, diagrams, time lines, animators, illustrators), and explain how the information combinates to an understanding of the text, (RIARIL) STRAMO / New York State Next Generation English Language Arts Learning Standards Litergrain Description of Knowledge and Ideas CATEGORY / Aftraction			
EXPECTATION TRAND TOMANN THEME TOMANN TOMANN THEME Ath Grade Reading Standards (Literary and Informational Text) 4R Caffactory CUSTER Ath Grade Reading Standards (Literary and Informational Text) 4R Caffactory CONTENT SPECIFICATION TRAND TOMANN	CONTENT	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
DOMAIN / UNIFYING THEME CATEGORY/ CEVECTATION / AR4: CONTENT SPECIFICATION / AR5: SEQUENCE, comparison, cause/effect, and problem/solution, (Ri) New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards Integration of Knowledge and Ideas STANDARD / CONCEPTUAL NG STANDARD / CONCEPTUAL NG STEAD / AR7: Mentily information presented visually, orally, or quantilitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RIGRIL) STRAND / DOMAIN / AR7: SPECIFICATION / AR7: Alforde Reading Standards: Foundational Skills 4RF CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards STANDARD / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND New York State Next Generation English Language Arts Learning Standards Fluency CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND New York State Next Generation English Language Arts Learning Standards Fluency CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND New York State Next Generation English Language Arts Learning Standards Fluency CATEGORY / CLUSTER / KEY IDEA ARF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONTENT	4R3:	texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RERL) EXPECTATION / 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RERL) EXPECTATION / 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 EXPECTATION / 4R7: Integration of Knowledge and Ideas EXPECTATION / 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. (RIERL) STANDARD / CONTERT / TREME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONTERT / TREME EXPECTATION / AR7: Read grade-level text with sufficient accuracy and fluency to support comprehension. Fluency Fluency EXPECTATION / CONTENT / CREATION / CONTENT / CREATION / CREAT	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
EXPECTATION / AR3: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL) EXPECTATION / AR5: 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) STEAND / DOMAIN / UNDITED / CLUSTER / KEY IDEA STANDARD / CONTENT SPECIFICATION AR7: 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) New York State Next Generation English Language Arts Learning Standards STANDARD / UNSTERS / KEY IDEA STANDARD / UNITERIOR / AR7: 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 / UNITERIOR / AR7: Identify information English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards STRAND / DOMAIN / UNITERIOR / AR7: Identify information stalls 4RF STANDARD / CONTENT / CLUSTER / KEY IDEA STANDARD / CONTENT / CRAPT / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND INC. AR7: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CLUSTER /		4th Grade Reading Standards (Literary and Informational Text) 4R
EXPECTATION / 4R5: CONTENT SPECIFICATION	CONCEPTUAL UNDERSTAND		Craft and Structure
STRAND / DOMAIN / UNDERST AND ING EXPECIFICATION Settings, dialogue, stage directions. (RL) in informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) New York State Next Generation English Language Arts Learning Standards Ath Grade Reading Standards (Literary and Informational Text) 4R EXTANDARD / CONCEPTUAL UNDERST AND ING EXPECITATION / 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 CATEGORY / CLUSTER / KEY IDEA EXPECTATION / THEME EXPECTATION / ARF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONTENT	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / AR7: 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 CATEGORY / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / AR7: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONTENT	4R5:	settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / 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 CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
EXPECTATION / AR7: Identify information presented visually, 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 CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION ARF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CLUSTER /		4th Grade Reading Standards (Literary and Informational Text) 4R
CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATIO 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONCEPTUAL UNDERSTAND		Integration of Knowledge and Ideas
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	CONTENT	4R7:	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO ARF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CLUSTER /		4th Grade Reading Standards: Foundational Skills 4RF
/ CONTENT SPECIFICATIO	CONCEPTUAL UNDERSTAND		Fluency
	/ CONTENT SPECIFICATIO	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		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	1	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		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	1	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 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	Key Ideas and Details

EXPECTATION 4RS: Determine a freme or central idea of text and explain how it is supported by key details, summarize a text, (RikRi, CONTENT SPECIFICATION) EXPECTATION 4RS: In Bearty texts, describe a character, setting, or event, drawing un specific details in the text. (Ri) in informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (Ri) STRAND 7 DOMAIN 7 UNIFORM 7 WAS State Next Generation English Language Arts Learning Standards UNIFORM 7 WAS State Next Generation English Language, academic, and combin-specific words. (RisRit). CONTENT SPECIFICATION 4RS: Settings, disaggue, stage directors, (Rit) in informational text, settings, settings, disaggue, stage directors, (Rit) in informational text, setting standards UNIFORM 7 WAS State Next Generation English Language Arts Learning Standards UNIFORM 4RS: STANDARD 1 CONCEPTUAL 4RS: Learning Standards (Literary and Informational Text) 1 4R Learning Standards Literary information presented visually, only, or quartistively (e.g., in cheets, graphs, diagrams, time lines, animators, illustrations), and explain how the information contributes to an understanding of the text (RISRIL) STANDARD 1 CONCEPTUAL 4RS- Read grade-level text with sufficient accuracy and fluency to support comprehension. STRAND 1 ARS- Read grade-level text with sufficient accuracy and fluency to support comprehension. SPECIFICATION 2 ARS-1 CONCEPTUAL 4RS-1 Read grade-level text with sufficient accuracy and fluency to support comprehension.			
EXPECTATION 2 TRAND DOMAIN CATEGORY CLUSTER A CATEGORY CONTENT SPECIFICATION EXPECTATION 2 TRAND DOMAIN CATEGORY CLUSTER A CATEGORY CLUSTER CL	CONTENT	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
DOMAIN / UNIFYING THEME CATEGORY / CONCEPTUAL UNDERSTAND ING EXPECTATION / AR4: CONTENT SPECIFICATION / AR5: In literary texts, identify and analyze structural elements, using terms such as verse, flythm, meter, characters, settings, dialogue, stage directions. (Rt.) in informational texts, identify the overall structure using terms such as sequence, comparison, causerieffect, and problem/solution. (Rt) STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL Integration of Knowledge and Ideas CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL Integration of Knowledge and Ideas CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL Integration of Knowledge and Ideas CATEGORY / CHARGE / CATEGORY / AR7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animasions, illustrations), and explain how the information contributes to an understanding of the text. (RtiRt) STRAND / DOMAIN / SPECIFICATION STRAND / DOMAIN / AR7: CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND / Read Reading Standards: Foundational Skills 4RF EXPECTATION / CONTENT SPECIFICATION STANDARD / CONCEPTUAL UNDERSTAND / Read Reading Standards: Foundational Skills 4RF EXPECTATION / CONTENT SPECIFICATION ARF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONTENT	4R3:	texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific
STANDARD / CONCEPTUAL UNDERSTAND / RPSC-FICATION / ART: STANDARD / CONCEPTUAL UNDERSTAND / RPSC-FICATION / RP	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
EXPECTATION / CONTENT SPECIFICATION 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)	CLUSTER /		4th Grade Reading Standards (Literary and Informational Text) 4R
EXPECTATION 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (R1) in informational texts, identify the overall structure using terms such as SPECIFICATION sequence, comparison, cause/effect, and problem/solution. (R1) STRAND / DOMAIN / UNIFFYING THEME Ath Grade Reading Standards (Literary and Informational Text) 4R CATEGORY / CUISTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND IN ON THE STRAND / DOMAIN / UNIFFYING Animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL) STRAND / DOMAIN / UNIFFYING THEME Ath Grade Reading Standards: Foundational Skills 4RF CATEGORY / KEY IDEA STRAND / DOMAIN / UNIFFYING THEME Ath Grade Reading Standards: Foundational Skills 4RF STRAND / DOMAIN / UNIFFYING THEME TATADARD / CONCEPTUAL UNDERSTAND IN OR THE STANDARD / CONCEPTUAL UNDERSTAND IN OR T	CONCEPTUAL UNDERSTAND		Craft and Structure
STRAND / DOMAIN / UNDERST AND ING EXPECIFICATION Settings, dialogue, stage directions. (RL) in informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (Ri) New York State Next Generation English Language Arts Learning Standards Ath Grade Reading Standards (Literary and Informational Text) 4R STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / 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 CATEGORY / CLUSTER / KEY IDEA 4th Grade Reading Standards: Foundational Skills 4RF CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING CONCEPTUAL UNDERST AND ING AT STANDARD / CONCEPTUAL UNDERS	CONTENT	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / AR7: 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 CATEGORY / CATEGORY / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / AR7: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONTENT	4R5:	settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / 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 CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
EXPECTATION / AR7: Identify information presented visually, 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 CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CLUSTER /		4th Grade Reading Standards (Literary and Informational Text) 4R
CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONCEPTUAL UNDERSTAND		Integration of Knowledge and Ideas
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	CONTENT	4R7:	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO ARF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CLUSTER /		4th Grade Reading Standards: Foundational Skills 4RF
/ CONTENT SPECIFICATIO	CONCEPTUAL UNDERSTAND		Fluency
	/ CONTENT SPECIFICATIO	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:
/ CONTENT SPECIFICATIO	4L2: 4L2:1	Core Punctuation and Spelling Skills for Grades 3-5: Capitalize appropriate words in titles.
I CONTENT SPECIFICATIO N		
GRADE CRADE	4L2:1	Capitalize appropriate words in titles.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		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	1	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		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	1	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 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	Key Ideas and Details

EXPECTATION 4RS: Determine a freme or central idea of text and explain how it is supported by key details, summarize a text, (RikRi, CONTENT SPECIFICATION) EXPECTATION 4RS: In Bearty texts, describe a character, setting, or event, drawing un specific details in the text. (Ri) in informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (Ri) STRAND 7 DOMAIN 7 UNIFORM 7 WAS State Next Generation English Language Arts Learning Standards UNIFORM 7 WAS State Next Generation English Language, academic, and combin-specific words. (RisRit). CONTENT SPECIFICATION 4RS: Settings, disaggue, stage directors, (Rit) in informational text, settings, settings, disaggue, stage directors, (Rit) in informational text, setting standards UNIFORM 7 WAS State Next Generation English Language Arts Learning Standards UNIFORM 4RS: STANDARD 1 CONCEPTUAL 4RS: Learning Standards (Literary and Informational Text) 1 4R Learning Standards Literary information presented visually, only, or quartistively (e.g., in cheets, graphs, diagrams, time lines, animators, illustrations), and explain how the information contributes to an understanding of the text (RISRIL) STANDARD 1 CONCEPTUAL 4RS- Read grade-level text with sufficient accuracy and fluency to support comprehension. STRAND 1 ARS- Read grade-level text with sufficient accuracy and fluency to support comprehension. SPECIFICATION 2 ARS-1 CONCEPTUAL 4RS-1 Read grade-level text with sufficient accuracy and fluency to support comprehension.			
EXPECTATION 2 TRAND DOMAIN CATEGORY CLUSTER A CATEGORY CONTENT SPECIFICATION EXPECTATION 2 TRAND DOMAIN CATEGORY CLUSTER A CATEGORY CLUSTER CL	CONTENT	4R2:	Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)
DOMAIN / UNIFYING THEME CATEGORY / CONCEPTUAL UNDERSTAND ING EXPECTATION / AR4: CONTENT SPECIFICATION / AR5: In literary texts, identify and analyze structural elements, using terms such as verse, flythm, meter, characters, settings, dialogue, stage directions. (Rt.) in informational texts, identify the overall structure using terms such as sequence, comparison, causerieffect, and problem/solution. (Rt) STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL Integration of Knowledge and Ideas CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL Integration of Knowledge and Ideas CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL Integration of Knowledge and Ideas CATEGORY / CHARGE / CATEGORY / AR7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animasions, illustrations), and explain how the information contributes to an understanding of the text. (RtiRt) STRAND / DOMAIN / SPECIFICATION STRAND / DOMAIN / AR7: CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND / Read Reading Standards: Foundational Skills 4RF EXPECTATION / CONTENT SPECIFICATION STANDARD / CONCEPTUAL UNDERSTAND / Read Reading Standards: Foundational Skills 4RF EXPECTATION / CONTENT SPECIFICATION ARF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONTENT	4R3:	texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific
STANDARD / CONCEPTUAL UNDERSTAND / RPSC-FICATION / ART: STANDARD / CONCEPTUAL UNDERSTAND / RPSC-FICATION / RP	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
EXPECTATION / CONTENT SPECIFICATION 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)	CLUSTER /		4th Grade Reading Standards (Literary and Informational Text) 4R
EXPECTATION 4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (R1) in informational texts, identify the overall structure using terms such as SPECIFICATION sequence, comparison, cause/effect, and problem/solution. (R1) STRAND / DOMAIN / UNIFFYING THEME Ath Grade Reading Standards (Literary and Informational Text) 4R CATEGORY / CUISTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND IN ON THE STRAND / DOMAIN / UNIFFYING Animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL) STRAND / DOMAIN / UNIFFYING THEME Ath Grade Reading Standards: Foundational Skills 4RF CATEGORY / KEY IDEA STRAND / DOMAIN / UNIFFYING THEME Ath Grade Reading Standards: Foundational Skills 4RF STRAND / DOMAIN / UNIFFYING THEME TATADARD / CONCEPTUAL UNDERSTAND IN OR THE STANDARD / CONCEPTUAL UNDERSTAND IN OR T	CONCEPTUAL UNDERSTAND		Craft and Structure
STRAND / DOMAIN / UNDERST AND ING EXPECIFICATION Settings, dialogue, stage directions. (RL) in informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (Ri) New York State Next Generation English Language Arts Learning Standards Ath Grade Reading Standards (Literary and Informational Text) 4R STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / 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 CATEGORY / CLUSTER / KEY IDEA 4th Grade Reading Standards: Foundational Skills 4RF CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING CONCEPTUAL UNDERST AND ING AT STANDARD / CONCEPTUAL UNDERS	CONTENT	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / AR7: 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 CATEGORY / CATEGORY / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / AR7: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONTENT	4R5:	settings, dialogue, stage directions. (RL) In informational texts, identify the overall structure using terms such as
STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / 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 CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
EXPECTATION / AR7: Identify information presented visually, 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 CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CLUSTER /		4th Grade Reading Standards (Literary and Informational Text) 4R
CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO 4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CONCEPTUAL UNDERSTAND		Integration of Knowledge and Ideas
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	CONTENT	4R7:	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO ARF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.	CLUSTER /		4th Grade Reading Standards: Foundational Skills 4RF
/ CONTENT SPECIFICATIO	CONCEPTUAL UNDERSTAND		Fluency
	/ CONTENT SPECIFICATIO	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL2:	Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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
CLUSTER /		4th Grade Language Standards 4L Conventions of Academic English/Language for Learning (Appendix A)
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	4L2:	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	4L2: 4L2:1	Conventions of Academic English/Language for Learning (Appendix A)
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5:
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	4L2:1	Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5: Capitalize appropriate words in titles.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPT UAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 5: WRITING FROM PICTURES Week 13 Page 105-112

CATEGORY / CLUSTER / KEY IDEA	E	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	F	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	k	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	S	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	N	lew York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	E	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	F	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	C	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.
STRAND / DOMAIN / UNIFYING THEME	N	lew York State Next Generation English Language Arts Learning Standards
CATEGORY I CLUSTER I KEY IDEA	E	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	V	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Т	Fext 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 / DOMAIN / UNIFYING 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 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
ST ANDARD / CONCEPT UAL UNDERST AND ING	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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Language Anchor Standards
Knowledge of Language
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.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Language Anchor Standards
Vocabulary Acquisition and Use
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.
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.
New York State Next Generation English Language Arts Learning Standards
4th Grade Reading Standards (Literary and Informational Text) 4R
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 / 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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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 UNDERSTAND ING		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 UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EXPECTATION

EXPECTATION

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE	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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPT UAL UNDERST AND ING		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 UNDERSTAND ING		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
ST ANDARD / CONCEPT UAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
CLUSTER /		Vocabulary Acquisition and Use

New York State Learning Standards and Core Curriculum Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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 UNDERSTAND ING	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.
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 UNDERSTAND ING	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.
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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 / 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 UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)
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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.

EXPECTATION

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE	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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.
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 UNDERSTAND ING		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 5: WRITING FROM PICTURES Week 15 Page 125-130
		New York State Learning Standards and Core Curriculum

New York State Learning Standards and Core Curriculum

Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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.
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 UNDERSTAND ING	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 UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 /	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 / 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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 5: WRITING FROM PICTURES Week 16 Page 131-138

New York State Learning Standards and Core Curriculum Language Arts

Grade 4 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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/	English Language Arts Anchor Standards
CLUSTER / KEY IDEA	
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.
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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING		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			
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 I CLUSTER I KEY IDEA		4th Grade Language Standards 4L

STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)				
EXPECTATION / CONTENT SPECIFICATIO N	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 / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards				
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L				
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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
ST ANDARD / CONCEPT UAL UNDERST AND ING		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 UNDERSTAND ING		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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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 UNDERSTAND ING	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 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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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	Key Ideas and Details

EXPECTATION / 4R2: CONTENT SPECIFICATION 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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 /		New York State Next Generation English Language Arts Learning Standards
UNIFYING THEME		
		4th Grade Writing Standards 4W
CATEGORY / CLUSTER /		4th Grade Writing Standards 4W Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	4W5:	
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT	4W5:	Text Types and Purposes Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	4W5:	Text Types and Purposes Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	4W5:	Text Types and Purposes Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards. New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:
GRADE	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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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 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 / DOMAIN / UNIFYING 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 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 UNDERSTAND ING	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 UNDERSTAND ING	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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		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 UNDERSTAND ING		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 /
DOMAIN /
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THEME

CATEGORY/		4th Grade Reading Standards (Literary and Informational Text) 4R
CLUSTER / KEY IDEA		4th Grade Reading Standards (Energy and Informational Pext) 4th
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE	4RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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
ST ANDARD / CONCEPT UAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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 UNDERSTAND ING		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 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 UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	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
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPT UAL UNDERST AND ING	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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER /	English Language Arts Anchor Standards
KEY IDEA	

STANDARD / CONCEPTUAL UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING	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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 / 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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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

STANDARD / CONCEPTUAL UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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.
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 UNDERSTAND ING		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 UNDERSTAND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 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 UNDERSTAND ING	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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	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
ST ANDARD / CONCEPT UAL UNDERST AND 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.
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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
GRADE	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.

EXPECTATION

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTAND ING		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 Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERSTAND ING		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 /		Vocabulary Acquisition and Use
CONCEPTUAL UNDERSTAND ING		vocabulary Acquisition and ose
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 7: INVENTIVE WRITING Week 21 Page 177-180
		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 UNDERSTAND ING		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.
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 UNDERSTAND ING		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

ST ANDARD / CONCEPTUAL UNDERST AND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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 UNDERSTAND ING		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			
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 I CLUSTER I KEY IDEA		4th Grade Language Standards 4L			
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language			
EXPECTATION / CONTENT SPECIFICATIO N	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 I CLUSTER I KEY IDEA		4th Grade Language Standards 4L			
STANDARD / CONCEPTUAL UNDERSTAND ING		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 7: INVENTIVE WRITING Week 22 Page 181-188			
		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 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 / DOMAIN / UNIFYING 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			

Comprehension and Collaboration STANDE STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral). STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING CONCEPTUAL UNDERSTAND ING CONVENTION / CONTENT SPECIFICATION CONVENTION SPECIFICATION CONVENTION SPECIFICATION STANDARD / STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. STANDARD / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA English Language Arts Anchor Standards CATEGORY / CLUSTER / KEY IDEA English Language Arts Anchor Standards CATEGORY / CLUSTER / KEY IDEA			
EXPECTATION quantitative, and oral). STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION / N GRADE EXPECTATION STANDARD / STANDARD	/ CONTENT SPECIFICATIO		Comprehension and Collaboration
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. STAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / English Language Arts Anchor Standards English Language Arts Anchor Standards			
STANDARD CONCEPTUAL UNDERSTAND ING	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / English Language Arts Anchor Standards	CLUSTER /		English Language Arts Anchor Standards
GRADE EXPECTATION STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing. STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / English Language Arts Anchor Standards	CONCEPTUAL UNDERSTAND		Language Anchor Standards
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / English Language Arts Anchor Standards	/ CONTENT SPECIFICATIO		Conventions of Academic English/Language for Learning
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / English Language Arts Anchor Standards			· · · · · · · · · · · · · · · · · · ·
CLUSTER /	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
	CLUSTER /		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	CONCEPTUAL UNDERSTAND		Language Anchor Standards
EXPECTATION Knowledge of Language / CONTENT SPECIFICATIO N	/ CONTENT SPECIFICATIO		Knowledge of Language
GRADE 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 / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME	DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
CATEGORY / 4th Grade Writing Standards 4W CLUSTER / KEY IDEA	CLUSTER /		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERST AND ING	CONCEPTUAL UNDERSTAND		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION N Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	/ CONTENT SPECIFICATIO	4W2:	

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 Language Standards 4L
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 I CLUSTER I KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATIO N	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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 / DOMAIN / UNIFYING THEME

EXPECTATION

spelling when writing.

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 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.
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 UNDERSTAND ING	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 UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and

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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 UNDERSTAND ING		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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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.
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 UNDERSTAND		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	xplain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.		
GRADE EXPECTATION	4L1:7	orm 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		Conventions of Academic English/Language for Learning (Appendix A)		
UNDERSTAND ING				
UNDERSTAND	4L2:	Core Punctuation and Spelling Skills for Grades 3-5:		
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	4L2: 4L2:1	Core Punctuation and Spelling Skills for Grades 3-5: Capitalize appropriate words in titles.		
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION				
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	4L2:1	Capitalize appropriate words in titles.		
UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	4L2:1 4L2:2	Capitalize appropriate words in titles. Use correct capitalization. Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g.,		

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L			
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language			
EXPECTATION / CONTENT SPECIFICATION	4L3:	Jse 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			
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 7: INVENTIVE WRITING Week 24 Page 199-201

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

THEME	
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.

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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 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 / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	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 UNDERSTAND ING	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.

CATEGORY/		4th Grade Writing Standards 4W
CLUSTER / KEY IDEA		C.a.c
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
CLUSTER /		4th Grade Language Standards 4L Conventions of Academic English/Language for Learning (Appendix A)
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	4L1:	
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	4L1 :	Conventions of Academic English/Language for Learning (Appendix A)
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE		Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5:
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION N GRADE EXPECTATION GRADE	4L1:2	Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
CLUSTER / KEYIDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	4L1:2 4L1:4	Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.

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
ST ANDARD / CONCEPTUAL UNDERST AND ING		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 UNDERSTAND ING		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 UNDERSTAND ING	Vocabulary Acquisition and Use

EXPECTATION / 4L6: CONTENT SPECIFICATION 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).