

Structure and Style for Students

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

Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 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.

EXPECTATION / BENCHMARK CCRA.R. 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.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

College and Career Readiness Anchor Standards for Reading

BENCHMARK / STRAND

Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

Reading Literature

BENCHMARK / STRAND

Key Ideas and Details

EXPECTATION / BENCHMARK 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

Reading Informational Text

BENCHMARK / STRAND

Key Ideas and Details

EXPECTATION / BENCHMARK 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

Reading Informational Text

BENCHMARK / STRAND

Craft and Structure

EXPECTATION / BENCHMARK 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

EXPECTATION / BENCHMARK 4.RI.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
BENCHMARK texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK 5.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
BENCHMARK 8. source, and integrate the information while avoiding plagiarism.

EXPECTATION / CCRA.W. Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK 9.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK 4.W.5. With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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EXPECTATION / BENCHMARK 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK 4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION 4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK CCRA.R. 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.

EXPECTATION / BENCHMARK CCRA.R. 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.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
BENCHMARK topic or subject area.

EXPECTATION / 4.RI.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
BENCHMARK texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
BENCHMARK 2. through the effective selection, organization, and analysis of content.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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EXPECTATION / BENCHMARK CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	4.W.2e.	Provide a concluding statement or section related to the information or explanation presented.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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EXPECTATION / BENCHMARK 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK 4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK 4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK CCRA.R. 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.

EXPECTATION / BENCHMARK CCRA.R. 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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

EXPECTATION / BENCHMARK 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	4.RL.4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
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EXPECTATION / BENCHMARK	4.RL.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION /
BENCHMARK

CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION
/ BENCHMARK

4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION

4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION
/ BENCHMARK

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

EXPECTATION

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

EXPECTATION

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

EXPECTATION

4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

EXPECTATION

4.W.3e. Provide a conclusion that follows from the narrated experiences or events.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION 4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency

EXPECTATION / BENCHMARK 4.RF.4. **Read with sufficient accuracy and fluency to support comprehension.**

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

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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EXPECTATION / BENCHMARK 4.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

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

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION /
BENCHMARK

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION /
BENCHMARK

CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION /
BENCHMARK

CCRA.L.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.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION /
BENCHMARK

CCRA.L.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.

EXPECTATION /
BENCHMARK

CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION /
BENCHMARK

4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION

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

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

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

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION 4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency

EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
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EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
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BENCHMARK / STRAND		Key Ideas and Details
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EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
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BENCHMARK / STRAND		Craft and Structure
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EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

EXPECTATION / BENCHMARK 4.RI.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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EXPECTATION / BENCHMARK 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK CCRA.W. 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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK 4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK 4.W.5. With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

EXPECTATION / BENCHMARK 4.W.6. With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK 4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK 4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / BENCHMARK CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION /
BENCHMARK

CCRA.L.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.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION /
BENCHMARK

CCRA.L. 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.

EXPECTATION /
BENCHMARK

CCRA.L. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION
/ BENCHMARK

4.L.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION
/ BENCHMARK

4.L.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION

4.L.2a. Use correct capitalization.

EXPECTATION

4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK CCRA.SL .1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK CCRA.SL .4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
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BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 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.
EXPECTATION / BENCHMARK	CCRA.R. 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.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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EXPECTATION / BENCHMARK	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK 4.RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

EXPECTATION / BENCHMARK 4.RL.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK 4.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK 10. CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

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

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 4.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

EXPECTATION 4.W.3e. Provide a conclusion that follows from the narrated experiences or events.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK 4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	CCRA.SL .4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK CCRA.R. 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.

EXPECTATION / BENCHMARK CCRA.R. 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.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
BENCHMARK 10.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
BENCHMARK

EXPECTATION / 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 4.RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant
BENCHMARK characters found in literature.

EXPECTATION / 4.RL.6. Compare and contrast the point of view from which different stories are narrated, including the difference between
BENCHMARK first- and third-person narrations.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / 4.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text
BENCHMARK complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

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

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2a.	Use correct capitalization.

EXPECTATION 4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	4.SL.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

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

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION /
BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION /
BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION /
BENCHMARK CCRA.R. 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.

EXPECTATION /
BENCHMARK CCRA.R. 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.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION /
BENCHMARK CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION /
BENCHMARK 4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

EXPECTATION / BENCHMARK 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

Reading Literature

BENCHMARK / STRAND

Craft and Structure

EXPECTATION / BENCHMARK 4.RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

EXPECTATION / BENCHMARK 4.RL.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

Reading Literature

BENCHMARK / STRAND

Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK 4.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND

Text Types and Purposes

EXPECTATION / BENCHMARK CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND

Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

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

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 4.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

EXPECTATION 4.W.3e. Provide a conclusion that follows from the narrated experiences or events.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK CCRA.L. 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.

EXPECTATION / BENCHMARK CCRA.L. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK 4.L.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK 4.L.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION 4.L.2a. Use correct capitalization.

EXPECTATION 4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK 4.L.3. **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK CCRA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK CCRA.SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK 4.SL.1. **Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**

EXPECTATION 4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency

EXPECTATION / BENCHMARK 4.RF.4. **Read with sufficient accuracy and fluency to support comprehension.**

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

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
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BENCHMARK / STRAND		Craft and Structure
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EXPECTATION / BENCHMARK CCRA.R. 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.

EXPECTATION / BENCHMARK CCRA.R. 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.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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EXPECTATION / BENCHMARK CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
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BENCHMARK / STRAND		Key Ideas and Details
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EXPECTATION / BENCHMARK 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Key Ideas and Details
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EXPECTATION / BENCHMARK 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Craft and Structure
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EXPECTATION / BENCHMARK	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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EXPECTATION / BENCHMARK	4.RI.5.	Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	4.RI.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 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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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

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

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK 4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
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BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.

EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
BENCHMARK from the text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
BENCHMARK from the text.

EXPECTATION / 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
BENCHMARK topic or subject area.

EXPECTATION / 4.RI.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK CCRA.W. 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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK 10. CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

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

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 4.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK 4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK 4.W.5. With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

EXPECTATION / BENCHMARK 4.W.6. With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK 4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK 4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK 4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 4.L.2a. Use correct capitalization.

EXPECTATION 4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

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**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

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

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY Reading Informational Text

BENCHMARK / STRAND Craft and Structure

EXPECTATION / BENCHMARK 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

EXPECTATION / BENCHMARK 4.RI.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY Reading Informational Text

BENCHMARK / STRAND Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY Reading Informational Text

BENCHMARK / STRAND Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND Text Types and Purposes

EXPECTATION / BENCHMARK CCRA.W.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.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 4.W.1. **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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EXPECTATION / BENCHMARK 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK 4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK 4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

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

Oregon Academic Content Standards

Language Arts

Grade 4 - Adopted: 2019/Effective 2021

STANDARD /
CONTENT
AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD /
CONTENT
AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD /
CONTENT
AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK CCRA.R. 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.

EXPECTATION / BENCHMARK CCRA.R. 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.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
BENCHMARK 10.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
BENCHMARK from the text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
BENCHMARK from the text.

EXPECTATION / 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
BENCHMARK topic or subject area.

EXPECTATION / 4.RI.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK CCRA.W. 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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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EXPECTATION / BENCHMARK CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

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

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK 4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK 4.W.5. With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

EXPECTATION / BENCHMARK 4.W.6. With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK 4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK 4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK 4.L.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
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EXPECTATION 4.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK CCRA.R. 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.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 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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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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EXPECTATION / BENCHMARK 4.W.6. With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK 4.W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK 4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK 4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	4.L.5c.	Demonstrate understanding of words by relating them to their antonyms and to their synonyms.

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**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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EXPECTATION / BENCHMARK	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
BENCHMARK topic or subject area.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
BENCHMARK texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
BENCHMARK 2. through the effective selection, organization, and analysis of content.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

EXPECTATION / BENCHMARK 4.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY Writing

BENCHMARK / STRAND Range of Writing

EXPECTATION / BENCHMARK 4.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND Conventions of Standard English

EXPECTATION / BENCHMARK CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND Knowledge of Language

EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 4.L.1d. Order adjectives within sentences according to conventional patterns.

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

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 4.L.2a. Use correct capitalization.

EXPECTATION 4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

EXPECTATION	4.L.4c.	Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK CCRA.R. 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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK CCRA.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK 4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

EXPECTATION / BENCHMARK 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK 4.RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK 4.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Key Ideas and Details
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EXPECTATION / BENCHMARK 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Craft and Structure
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EXPECTATION / BENCHMARK 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Integration of Knowledge and Ideas
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EXPECTATION / BENCHMARK 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
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BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
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EXPECTATION / BENCHMARK 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	4.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	4.W.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK 4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 4.L.1d. Order adjectives within sentences according to conventional patterns.

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 4.L.2a. Use correct capitalization.

EXPECTATION 4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 4.L.4a. Use context as a clue to the meaning of a word or phrase.

UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	4.RL.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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EXPECTATION / BENCHMARK	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	4.RL.4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION /
BENCHMARK CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION /
BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION /
BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION /
BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION /
BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

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

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK 4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 4.L.1d. Order adjectives within sentences according to conventional patterns.

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

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2a.	Use correct capitalization.

EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	4.RF.4a.	Read grade-level text with purpose and understanding.
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EXPECTATION	4.RF.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK CCRA.R. 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.

EXPECTATION / BENCHMARK CCRA.R. 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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK CCRA.R. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

EXPECTATION / BENCHMARK 4.RI.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

EXPECTATION / BENCHMARK 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
BENCHMARK texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
BENCHMARK 2. through the effective selection, organization, and analysis of content.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
BENCHMARK 4. purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK 5.

EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
BENCHMARK 6.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
BENCHMARK 8. source, and integrate the information while avoiding plagiarism.

EXPECTATION / CCRA.W. Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK 9.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION /
BENCHMARK

CCRA.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION
/ BENCHMARK

4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION

4.W.1b. Provide reasons that are supported by facts and details.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION
/ BENCHMARK

4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION

4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION

4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION

4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION
/ BENCHMARK

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

EXPECTATION

4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION /
BENCHMARK CCRA.L.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.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION /
BENCHMARK CCRA.L.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.

EXPECTATION /
BENCHMARK CCRA.L.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION /
BENCHMARK 4.L.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION 4.L.1d. Order adjectives within sentences according to conventional patterns.

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION /
BENCHMARK 4.L.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION 4.L.2a. Use correct capitalization.

EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK CCRA.R. 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.

EXPECTATION / BENCHMARK CCRA.R. 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.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

College and Career Readiness Anchor Standards for Reading

BENCHMARK / STRAND

Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK CCRA.R. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

College and Career Readiness Anchor Standards for Reading

BENCHMARK / STRAND

Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK CCRA.R. 10. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

Reading Literature

BENCHMARK / STRAND

Key Ideas and Details

EXPECTATION / BENCHMARK 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY

Reading Informational Text

BENCHMARK / STRAND

Key Ideas and Details

EXPECTATION / BENCHMARK 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION / BENCHMARK 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

EXPECTATION / BENCHMARK 4.RI.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

EXPECTATION / BENCHMARK 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK CCRA.W.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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Research to Build and Present Knowledge
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EXPECTATION / BENCHMARK CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency

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

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

**CONTENT
STANDARD /
PROFICIENCY**

College and Career Readiness Anchor Standards for Reading

**BENCHMARK /
STRAND**

Key Ideas and Details

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

EXPECTATION / BENCHMARK CCRA.R. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK CCRA.R. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

**CONTENT
STANDARD /
PROFICIENCY**

College and Career Readiness Anchor Standards for Reading

**BENCHMARK /
STRAND**

Craft and Structure

EXPECTATION / BENCHMARK CCRA.R. 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.

EXPECTATION / BENCHMARK CCRA.R. 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.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

**CONTENT
STANDARD /
PROFICIENCY**

College and Career Readiness Anchor Standards for Reading

**BENCHMARK /
STRAND**

Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK CCRA.R. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

**CONTENT
STANDARD /
PROFICIENCY**

College and Career Readiness Anchor Standards for Reading

**BENCHMARK /
STRAND**

Range of Reading and Level of Text Complexity

EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.
BENCHMARK 10.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

**CONTENT
STANDARD /
PROFICIENCY**

Reading Literature

**BENCHMARK /
STRAND**

Key Ideas and Details

EXPECTATION / 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
BENCHMARK from the text.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

**CONTENT
STANDARD /
PROFICIENCY**

Reading Informational Text

**BENCHMARK /
STRAND**

Key Ideas and Details

EXPECTATION / 4.RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
BENCHMARK from the text.

EXPECTATION / 4.RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

**CONTENT
STANDARD /
PROFICIENCY**

Reading Informational Text

**BENCHMARK /
STRAND**

Craft and Structure

EXPECTATION / 4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
BENCHMARK topic or subject area.

EXPECTATION / 4.RI.5. Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
BENCHMARK

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

**CONTENT
STANDARD /
PROFICIENCY**

Reading Informational Text

**BENCHMARK /
STRAND**

Integration of Knowledge and Ideas

EXPECTATION / 4.RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
BENCHMARK

EXPECTATION / BENCHMARK 4.RI.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK 4.RI.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK CCRA.W. 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.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK CCRA.W. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

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

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	4.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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EXPECTATION / BENCHMARK	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Knowledge of Language
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EXPECTATION / BENCHMARK CCRA.L.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.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
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BENCHMARK / STRAND		Vocabulary Acquisition and Use
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EXPECTATION / BENCHMARK CCRA.L.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.

EXPECTATION / BENCHMARK CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK 4.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 4.L.1d. Order adjectives within sentences according to conventional patterns.

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

STANDARD / CONTENT AREA Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Conventions of Standard English
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EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2a.	Use correct capitalization.

EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	4.L.4a.	Use context as a clue to the meaning of a word or phrase.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	4.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	4.SL.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

UNIT 7: INVENTIVE WRITING Week 20 Page 171-176

Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION /
BENCHMARK CCRA.W. 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.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION /
BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION /
BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION /
BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

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

EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1e.	Form and use prepositional phrases.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

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

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**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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EXPECTATION	4.W.1b.	Provide reasons that are supported by facts and details.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
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EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
EXPECTATION	4.L.1e.	Form and use prepositional phrases.
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

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

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Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK CCRA.W. 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.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Production and Distribution of Writing
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EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
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BENCHMARK / STRAND		Range of Writing
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EXPECTATION / BENCHMARK CCRA.W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
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EXPECTATION / BENCHMARK 4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
---------------------------	--	--------------------------------

EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	4.W.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	4.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	4.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	4.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION /
BENCHMARK

CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION
/ BENCHMARK

4.L.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION

4.L.1d. Order adjectives within sentences according to conventional patterns.

EXPECTATION

4.L.1e. Form and use prepositional phrases.

EXPECTATION

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

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION
/ BENCHMARK

4.L.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION

4.L.2a. Use correct capitalization.

EXPECTATION

4.L.2d. Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION
/ BENCHMARK

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

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

Oregon Academic Content Standards

Language Arts

Grade 4 - Adopted: 2019/Effective 2021

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
BENCHMARK 2. through the effective selection, organization, and analysis of content.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
BENCHMARK 4. purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
BENCHMARK 5.

EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
BENCHMARK 6.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK 10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
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BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

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

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 4.W.2e. Provide a concluding statement or section related to the information or explanation presented.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK 4.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK 4.W.5. With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
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EXPECTATION	4.L.1e.	Form and use prepositional phrases.
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EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	4.L.2a.	Use correct capitalization.
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EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	4.L.3a.	Choose words and phrases to convey ideas precisely.
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**Oregon Academic Content Standards
Language Arts
Grade 4 - Adopted: 2019/Effective 2021**

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 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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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK 10. CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 4.W.1. **Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**

EXPECTATION 4.W.1b. Provide reasons that are supported by facts and details.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 4.W.2. **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION 4.W.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION 4.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION 4.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION 4.W.2e. Provide a concluding statement or section related to the information or explanation presented.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 4.W.3. **Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

EXPECTATION 4.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	4.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	4.W.5.	With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
EXPECTATION / BENCHMARK	4.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	4.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**STANDARD /
CONTENT
AREA****Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	4.L.1d.	Order adjectives within sentences according to conventional patterns.
EXPECTATION	4.L.1e.	Form and use prepositional phrases.
EXPECTATION	4.L.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	4.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	4.L.2a.	Use correct capitalization.
EXPECTATION	4.L.2d.	Spell grade-appropriate words correctly, consulting references as needed.

**STANDARD /
CONTENT
AREA**

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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