Main Criteria: Structure and Style for Students
Secondary Criteria: Oregon Academic Content Standards

Subject: Language Arts

Grade: 4

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

BENCHMARK

4.

Oregon English Language Arts and Literacy Standards

| AREA | | |
|--------------------------------------|---------------|---|
| 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. | 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. | 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 |
| | | |

EXPECTATION / CCRA.R. 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 | |
| ΔΡΕΔ | |

| AREA | | |
|--------------------------------------|---------------|--|
| 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 | | Production and Distribution of Writing |
| EXPECTATION / BENCHMARK | CCRA.W. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| 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. | 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 | | Production and Distribution of Writing |
|--------------------------------------|----------|--|
| 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 |
| 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 | | 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. |
| 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. | 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. | 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 | | 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 | 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 |
| EXPECT ATION / 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 | | Oregon English Language Arts and Literacy Standards |

AREA

| CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Reading |
|--------------------------------------|---------|---|
| BENCHMARK / STRAND | | Key Ideas and Details |
| EXPECTATION / BENCHMARK | CCRA.R. | 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. | 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. |
|---|--------------------|--|
| ST ANDARD / 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. |
| | | |
| ST ANDARD / CONTENT AREA | | Oregon English Language Arts and Literacy Standards |
| CONTENT | | Oregon English Language Arts and Literacy Standards Reading Literature |
| CONTENT AREA CONTENT STANDARD / | | |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | 4.RL.1. | Reading Literature |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND | 4.RL.1. | Reading Literature Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT | 4.RL.1. | Reading Literature Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / | 4.RL.1. | Reading Literature Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Oregon English Language Arts and Literacy Standards |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | 4.RL.1. 4.RI.1. | Reading Literature Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Oregon English Language Arts and Literacy Standards Reading Informational Text |

| STANDARD | I |
|-----------------|---|
| CONTENT | |
| ΔΡΕΔ | |

| CONTENT STANDARD / PROFICIENCY | | Reading Informational Text |
|--------------------------------------|----------|--|
| BENCHMARK / STRAND | | Craft and Structure |
| EXPECTATION / 4 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 / 4 | 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 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 / 4 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 / 0 BENCHMARK 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. | 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. | 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. | 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. | 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. |
| | | |

| 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 / | | Research to Build and Present Knowledge |
|--------------------------------------|----------|---|
| STRAND | | Research to Build and Frescht 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. |
| 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. | 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. | 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 | | 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 | | Oregon English Language Arts and Literacy Standards |

STANDARD CONTENT AREA

| 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 |

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

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.

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

STANDARD / CONTENT AREA

EXPECTATION / 4.SL.4.

BENCHMARK

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. |
| | | |

STANDARD / CONTENT AREA

| CONTENT ST ANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Reading |
|---------------------------------------|---------------|---|
| BENCHMARK / STRAND | | Key Ideas and Details |
| EXPECTATION / BENCHMARK | CCRA.R. | 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. | 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 / | 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 | I |
|----------|---|
| CONTENT | |
| ΔRFΔ | |

BENCHMARK 6.

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

| STANDARD | |
|-----------------|--|
| CONTENT | |
| ΔΡΕΔ | |

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

| 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 |
| BENCHMARK / STRAND | | Vocabulary Acquisition and Use |
| | | |

| EXPECTATION / BENCHMARK | CCRA.L. | 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. |

| 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 | | 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. |
| | | the discussion and link to the femaliks of others. |

| STANDARD | ı |
|----------|---|
| CONTENT | |
| AREA | |

| 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 4 Page 31-38

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

Grade 4 - Adopted. 2019/Effective 202

STANDARD / CONTENT AREA

AREA

CONTENT

STANDARD / PROFICIENCY

Oregon English Language Arts and Literacy Standards

| CONTENT STANDARD / | | 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. | 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. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| STANDARD / CONTENT | | Oregon English Language Arts and Literacy Standards |

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 ST ANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Reading |
| BENCHMARK / STRAND | | Range of Reading and Level of Text Complexity |
| EXPECTATION / BENCHMARK | CCRA.R. | 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 |
| | | |

| EXPECTATION / 4R.L.O. By the end of the year, read and comprehend illerature, including stories, dramas, and poetly, in the grades 4-5 text complexity band proficiently, with scalabiding as needed at the high end of the range. STANDARD / CORPOR English Language Arts and Literacy Standards CONTENT COILEGE and Career Readiness Anchor Standards for Writing STANDARD / STAND | BENCHMARK / | | Range of Reading and Level of Text Complexity |
|--|--------------------------------------|----------|---|
| STANDARD / CONTENT CORREST ANDARD / CONTENT STANDARD / CORREST AND CONTENT STANDARD / STANDARD / CORREST STANDARD / CONTENT STANDARD / CORREST STANDARD / CONTENT STANDARD / CORREST STANDARD / CORREST STANDARD / CONTENT STANDARD / CORREST STA | STRAND | | |
| CONTENT STANDARD / CORAW. CONTENT STANDARD / CORAW. CORAW. CORAW. CONTENT STANDARD / CORAW. CORAW. CONTENT STANDARD / CORAW. C | EXPECTATION / BENCHMARK | 4.RL.10. | |
| STANDARD / Production and Distribution of Writing EXPECTATION / CCRAW. And well-structured event sequences. Oregon English Language Arts and Literacy Standards CONTENT STANDARD / STANDARD / Production and Distribution of Writing EXPECTATION / CCRAW. Production and Distribution of Writing EXPECTATION / CCRAW. Product clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EXPECTATION / CCRAW. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SENCHMARK / SenchMARK / Use technology, including the internet to produce and publish writing and to interact and collaborate with others. STANDARD / CCRAW. Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT CRAW. 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 / Oregon English Language Arts and Literacy Standards Writing EXPECTATION / CCRAW. 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 / Oregon English Language Arts and Literacy Standards Writing STANDARD / Oregon English Language Arts and Literacy Standards Writing STANDARD / Oregon English Language Arts and Literacy Standards Writing STANDARD / Oregon English Language Arts and Literacy Standards | STANDARD / CONTENT AREA | | Oregon English Language Arts and Literacy Standards |
| EXPECTATION / CCRAW. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. STANDARD / CONTENT STANDARD / Production and Distribution of Writing EXPECTATION / CCRAW. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EXPECTATION / CCRAW. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SENCHMARK / EXPECTATION / CCRAW. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. SENCHMARK / Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. EXPECTATION / CCRAW. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. EXPECTATION / CCRAW. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. CONTENT STANDARD / PROFICIENCY ENCHMARK / Range of Writing EXPECTATION / CCRAW. 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 / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards Writing ENCHMARK / Use Types and Purposes | CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Writing |
| STANDARD / Oregon English Language Arts and Literacy Standards RREA CONTENT STANDARD / Production and Distribution of Writing BENCHMARK / Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 5. EXPECTATION / CCRA.W. Use technology, including the internet to produce and publish writing and to interact and collaborate with others. 6. STANDARD / Oregon English Language Arts and Literacy Standards RREA CONTENT STANDARD / Range of Writing EXPECTATION / 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 / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards AREA CONTENT STANDARD / Oregon English Language Arts and Literacy Standards AREA CONTENT STANDARD / Oregon English Language Arts and Literacy Standards STANDARD / Oregon English Language Arts and Literacy Standards AREA CONTENT STANDARD / Oregon English Language Arts and Literacy Standards STANDARD / Oregon English Language Arts and Literacy Standards STANDARD / Oregon English Language Arts and Literacy Standards STANDARD / Oregon English Language Arts and Literacy Standards STANDARD / Oregon English Language Arts and Literacy Standards STANDARD / Oregon English Language Arts and Literacy Standards | BENCHMARK / STRAND | | Text Types and Purposes |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CCRA.W. Production and Distribution of Writing EXPECTATION / SENCHMARK / | EXPECTATION / BENCHMARK | | |
| BENCHMARK / STRAND EXPECTATION / STRAND EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. EXPECTATION / SENCHMARK STANDARD / SONTENT CORA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. EXPECTATION / CORA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CONTENT STANDARD / PROFICIENCY EXPECTATION / 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 / Oregon English Language Arts and Literacy Standards ONTENT AREA CONTENT STANDARD / PROFICIENCY EXPECTATION / CCRA.W. Writing Text Types and Purposes | STANDARD / CONTENT AREA | | Oregon English Language Arts and Literacy Standards |
| EXPECTATION / CCRAW. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EXPECTATION / CCRAW. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. EXPECTATION / SENCHMARK 5. EXPECTATION / CCRAW. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 6. EXPECTATION / GCRAW. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 6. EXPECTATION / GCRAW. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 6. CORGAN Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Writing EXPECTATION / CCRAW. 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. Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT AREA Oregon English Language Arts and Literacy Standards Writing EXPECTATION / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY BENCHMARK / Writing Text Types and Purposes | CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Writing |
| BENCHMARK 4. purpose, and audience. EXPECTATION / BENCHMARK 5. EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. BENCHMARK 6. Oregon English Language Arts and Literacy Standards CONTENT STANDARD / CORA.W. Graph of Writing BENCHMARK / Range of Writing EXPECTATION / 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 Writing Writing Text Types and Purposes | BENCHMARK / STRAND | | Production and Distribution of Writing |
| EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 6. STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Writing EXPECTATION / 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 STANDARD / Oregon English Language Arts and Literacy Standards Oregon English Language Arts and Literacy Standards Oregon English Language Arts and Literacy Standards Writing Text Types and Purposes | EXPECTATION / BENCHMARK | | |
| STANDARD / CONTENT STANDARD / COREON English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CORAW. 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. CONTENT STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / Writing Text Types and Purposes Text Types and Purposes | EXPECTATION / BENCHMARK | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CORAW. 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. CONTENT STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / Text Types and Purposes Text Types and Purposes | EXPECTATION / BENCHMARK | | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / 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 CONTENT STANDARD / PROFICIENCY BENCHMARK / Text Types and Purposes | STANDARD / CONTENT AREA | | Oregon English Language Arts and Literacy Standards |
| EXPECTATION / 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 CONTENT STANDARD / PROFICIENCY BENCHMARK / Text Types and Purposes | CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Writing |
| BENCHMARK 10. single sitting or a day or two) for a range of tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / Text Types and Purposes | BENCHMARK / STRAND | | Range of Writing |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / Text Types and Purposes | EXPECTATION / BENCHMARK | | |
| STANDARD / PROFICIENCY BENCHMARK / Text Types and Purposes | 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 / | | Oregon English Language Arts and Literacy Standards |
| CONTENT | | |
| | | Writing |
| CONTENT STANDARD / | | Writing Production and Distribution of Writing |
| CONTENT STANDARD / PROFICIENCY | 4.W.4. | |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / | 4.W.4. 4.W.5. | Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK | | Production and Distribution of Writing 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.) With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK | 4.W.5. | Production and Distribution of Writing 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.) 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.) With guidance and support, use technology, including the Internet, to produce and publish writing as well as to |
| AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK | 4.W.5. | Production and Distribution of Writing 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.) 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.) With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK CONTENT AREA CONTENT STANDARD / | 4.W.5. | Production and Distribution of Writing 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.) 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.) With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Oregon English Language Arts and Literacy Standards |

| STANDARD | I |
|----------|---|
| CONTENT | |
| AREA | |

| 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. | 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. | 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 | | Oregon English Language Arts and Literacy Standards Language |
| CONTENT AREA CONTENT STANDARD / | | |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY | 4.L.1. | Language |

| 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 / | CCRA.SL | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building |

STANDARD / CONTENT AREA

BENCHMARK

.1.

Oregon English Language Arts and Literacy Standards

on others' ideas and expressing their own clearly and persuasively.

| 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 5 Page 39-46 |
| | | 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. | 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 |
| | | |

STANDARD / CONTENT AREA

| 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 |

| 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. | 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. | 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. | 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. | 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.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 | I |
|----------|---|
| CONTENT | |
| ARFA | |

EXPECTATION 4.L.2d.

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. | 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. | 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. |
| | | |

Spell grade-appropriate words correctly, consulting references as needed.

| 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 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 |

STRAND

| 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. | 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. | 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 | | 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. | 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. | 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. | 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 / | 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.)

BENCHMARK

| EXPECTATION / 4.W.S. With guidance and support from peers, develop and sterrighten 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 / 4.W.S. With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. PERCENTION / 4.W.S. Writing STANDARD / PROPRIETE STANDARD / STAND | | | |
|--|------------|----------|--|
| STANDARD / CONTENT STANDARD / PROFICIENCY EXPECITATION / AW10. Writing STANDARD / PROFICIENCY EXPECITATION / Willing EXPECITATION / CONTENT STANDARD / CONTENT STANDARD / PROFICIENCY EXPECITATION / CONTENT STANDARD / PROFICE STANDARD / PR | | 4.W.5. | |
| CONTENT STANDARD / PROPICIENCY BENCHMARK / BENCHMARK / BENCHMARK / CONTENT STANDARD / STRAND AW10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / CONTENT STANDARD / PROFICIENCY BENCHMARK / CORRAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / CERAL1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CORRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CORRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CORRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CONTENT AREA CONTENT CONTENT STANDARD / STRAND CONTENT CONTENT STANDARD / STRAND CONTENT CONTENT CORRAL3 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 eading or listening. STANDARD / CONTENT CORRAL3 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 eading or listening. STANDARD / CONTENT AREA College and Career Readiness Anchor Standards for Language EXPECTATION / CCRAL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, expect the context and phrases by using context clues, expect the context and phrases by using context clues. | | 4.W.6. | |
| BENCHMARK / STRAND EXPECTATION / AW.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. CONTENT STANDARD / CONTENT AREA CONTENT STANDARD / CONTEINT AREA CONTENT STANDARD / CONVENTION / STANDARD / STRAND EXPECTATION / SENCHMARK / STRAND CORPORATION / CORALL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / SENCHMARK / CORALL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CORALL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CORALL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CORALL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CORALL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CORALL Demonstrate command of the conventions of standards for Language EXPECTATION / CORALL Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or skyle, and to comprehend more fully when reading or listening. CONTENT AREA CONTENT AREA CONTENT CORAL Delege and Career Readiness Anchor Standards for Language EXPECTATION / CORAL Delege and Career Readiness Anchor Standards for Language EXPECTATION / CORAL Delegement Careful to the meaning of unknown and multiple-meaning words and phrases by using context clues, | CONTENT | | Oregon English Language Arts and Literacy Standards |
| EXPECTATION / AW10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single stiting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / CONVENT STANDARD / PROFICIENCY BENCHMARK / CONVENT STANDARD / CORAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / CCRAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / CCRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CCRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CCRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CONTENT STANDARD / CORED (CONTENT STANDARD / PROFICIENCY) ENGLISHMARK / Knowledge of Language Tunctions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or istening. STANDARD / CONTENT STANDARD / CORED (CONTENT STANDARD / PROFICIENCY) CONTENT STANDARD / CORED (CONTENT STANDARD / CONTENT STANDARD / C | STANDARD / | | Writing |
| BENCHMARK single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / CORAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / CCRAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / CCRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CCRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / CCRAL2 Oregon English Language Arts and Literacy Standards STANDARD / CONTENT STANDARD / PROFICIENCY STANDARD / CONTENT STANDARD / STANDARD / PROFICIENCY EXPECTATION / CCRAL3 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 CONTENT STANDARD / PROFICIENCY BENCHMARK / College and Career Readiness Anchor Standards for Language EXPECTATION / CCRAL3 College and Career Readiness Anchor Standards for Language EXPECTATION / CCRAL3 College and Career Readiness Anchor Standards for Language EXPECTATION / CCRAL College and Career Readiness Anchor Standards for Language EXPECTATION / CCRAL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | | | Range of Writing |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CCRAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / BENCHMARK CCRAL2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / BENCHMARK CORAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION / BENCHMARK / COUNTENT AREA COUNTENT AREA COILEBUT STRAND Knowledge of Language Knowledge of Language EXPECTATION / BENCHMARK / STRAND CORGON English 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. CONTENT AREA CONTENT AREA CONTENT AREA COILEBUT CONTENT AREA CORGON English Language Arts and Literacy Standards CONTENT AREA CONTENT AREA CORGON English Language Arts and Literacy Standards CONTENT AREA CONTENT AREA COILEBUT CORGON English Language Arts and Literacy Standards CONTENT AREA CONTENT AREA COILEBUT CORGON English Language Arts and Literacy Standards CONTENT AREA CORGON English Language Arts and Literacy Standards CONTENT AREA CORGON English Language Arts and Literacy Standards CONTENT AREA CORGON English Language Arts and Literacy Standards CONTENT AREA CORGON English Language Arts and Literacy Standards CONTENT AREA CORGON English Language Arts and Literacy Standards CONTENT AREA CORGON English Language Arts and Literacy Standards CONTENT AREA CORGON English Language Arts and Literacy Standards CORGON English Language Arts Archor Standards for Language CORGON English Language Arts Archor Standards for Language CORGON | | 4.W.10. | |
| BENCHMARK / STRAND CCRAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / BENCHMARK EXPECTATION / Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Knowledge of Language EXPECTATION / CCRAL3 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 STANDARD / PROFICIENCY BENCHMARK / College and Career Readiness Anchor Standards CONTENT AREA CONTENT AREA CONTENT AREA CONTENT STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CORGON English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CORGON English Language Arts and Literacy Standards for Language EXPECTATION / CCRAL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | CONTENT | | Oregon English Language Arts and Literacy Standards |
| EXPECTATION / BENCHMARK . CCRAL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION / BENCHMARK . CCRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK / STRAND CORDINATE OF THE PROFICE OF T | STANDARD / | | College and Career Readiness Anchor Standards for Language |
| BENCHMARK EXPECTATION / BENCHMARK CCRAL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Knowledge of Language EXPECTATION / CCRAL3 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 CONTENT CONTENT AREA CONTENT CONTENT AREA CONTENT CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CORE and Career Readiness Anchor Standards for Language EXPECTATION / CORE COLLEGE ANCHOR STANDARD / PROFICIENCY BENCHMARK / STRAND CORE and Career Readiness Anchor Standards for Language EXPECTATION / CCRAL Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | | | Conventions of Standard English |
| BENCHMARK STANDARD / CONTENT AREA CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CORAL.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. CONTENT STANDARD / CONTENT AREA CONTENT STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND COLIEGE and Career Readiness Anchor Standards for Language CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND COLIEGE and Career Readiness Anchor Standards for Language EXPECTATION / CORAL. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | | CCRA.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND 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 CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STANDARD / PROFICIENCY BENCHMARK / STANDARD / S | | CCRA.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| STANDARD / PROFICIENCY BENCHMARK / STRAND 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 CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | CONTENT | | Oregon English Language Arts and Literacy Standards |
| 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 CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | STANDARD / | | College and Career Readiness Anchor Standards for Language |
| BENCHMARK for meaning or style, and to comprehend more fully when reading or listening. STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CORDINARY Acquisition and Use EXPECTATION / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | | | Knowledge of Language |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CORA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | | CCRA.L.3 | |
| ST ANDARD / PROFICIENCY BENCHMARK / ST RAND Vocabulary Acquisition and Use EXPECTATION / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | CONTENT | | Oregon English Language Arts and Literacy Standards |
| EXPECTATION / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, | STANDARD / | | College and Career Readiness Anchor Standards for Language |
| | | | Vocabulary Acquisition and Use |
| | | | |

| 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 |
| STANDARD / | | Speaking and Listening Comprehension and Collaboration |
| STANDARD / PROFICIENCY BENCHMARK / | 4.SL.1. | |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION | 4.SL.1a. | Comprehension and Collaboration 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 |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK | | Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION | 4.SL.1a. | Comprehension and Collaboration 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. 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. |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION | 4.SL.1a. 4.SL.1b. | Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION | 4.SL.1a. 4.SL.1b. 4.SL.1c. | 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. |
| BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION | 4.SL.1a. 4.SL.1b. 4.SL.1c. | Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / | 4.SL.1a. 4.SL.1b. 4.SL.1c. | Comprehension and Collaboration 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. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Oregon English Language Arts and Literacy Standards |

EXPECTATION / 4.SL.4.
BENCHMARK

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 7 Page 53-60

Oregon Academic Content Standards Language Arts

Grade 4 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

BENCHMARK

BENCHMARK

5.

Oregon English Language Arts and Literacy Standards

| AREA | | |
|--------------------------------------|---------------|---|
| 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. | 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. | 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 / | CCRA.R. | 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.

section, chapter, scene, or stanza) relate to each other and the whole.

EXPECTATION / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

| STANDARD | I |
|----------|---|
| CONTENT | |
| ΔRFΔ | |

Oregon English Language Arts and Literacy Standards

| CONTENT | | College and Career Readiness Anchor Standards for Reading |
|--------------------------------------|----------------|--|
| ST ANDARD / PROFICIENCY | | conege and career regamess Anonor Standards for regaining |
| 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

| 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. | 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. | 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. | 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 ST ANDARD / 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. | 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. | 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 | 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. |

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

| 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. |

BENCHMARK

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. | 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 / 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. | 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. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| EXPECTATION / BENCHMARK | CCRA.W. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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

| 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 |

| BENCHMARK / STRAND | | Vocabulary Acquisition and Use |
|--|--------------------|---|
| EXPECTATION / BENCHMARK | CCRA.L. | 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 |
| / BENCIIWARK | | spelling when writing. |
| EXPECTATION | 4.L.2a. | |
| | 4.L.2a. 4.L.2d. | spelling when writing. |
| EXPECTATION | | Use correct capitalization. |
| EXPECTATION EXPECTATION STANDARD / CONTENT | | Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. |
| EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / | | Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Oregon English Language Arts and Literacy Standards |
| EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | | Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Oregon English Language Arts and Literacy Standards Language |
| EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION | 4.L.2d. | Spell grade-appropriate words correctly, consulting references as needed. Oregon English Language Arts and Literacy Standards Language Knowledge of Language |

| 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 |
| | CCRA.SL | Presentation of Knowledge and Ideas 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. |
| STRAND EXPECTATION / | | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the |
| EXPECTATION / BENCHMARK STANDARD / CONTENT | | 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. |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / | | 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. Oregon English Language Arts and Literacy Standards |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND | | 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. Oregon English Language Arts and Literacy Standards Speaking and Listening |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND | .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. Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration 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 |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK | 4.SL.1. | 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. Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION | 4.SL.1a. | 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. Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration 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. 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. |

| STANDARD | ı |
|----------|---|
| 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

STANDARD / PROFICIENCY

| 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. | 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. | 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 | | 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.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 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.Rl.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. | 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. | 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. | 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. |
| | | UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96 |
| | | Oregon Academic Content Standards |

Language Arts Grade 4 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

| 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. | 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. | 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. | Read and comprehend complex literary and informational texts independently and proficiently. |

BENCHMARK 10.

| STANDARD | I |
|----------|---|
| CONTENT | |
| ΔRFΔ | |

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.Rl.4. 4.Rl.5. | |
| EXPECTATION / | | topic or subject area. |
| EXPECTATION / BENCHMARK STANDARD / CONTENT | | Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / | | Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. 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. | 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. | 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. | 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 / | | Oregon English Language Arts and Literacy Standards |

CONTENT AREA

| CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Writing |
|--|-----------------------|---|
| BENCHMARK / STRAND | | Range of Writing |
| EXPECTATION / BENCHMARK | 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 / | | Text Types and Purposes |
| STRAND | | 7 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - |
| STRAND EXPECTATION / BENCHMARK | 4.W.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| EXPECTATION | 4.W.2. 4.W.2a. | |
| EXPECT ATION / BENCHMARK | | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, |
| EXPECTATION / BENCHMARK EXPECTATION | 4.W.2a. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the |
| EXPECTATION / BENCHMARK EXPECTATION EXPECTATION | 4.W.2a. 4.W.2b. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT | 4.W.2a. 4.W.2b. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| EXPECTATION / BENCHMARK EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / | 4.W.2a. 4.W.2b. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Oregon English Language Arts and Literacy Standards |
| EXPECTATION / BENCHMARK EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | 4.W.2a. 4.W.2b. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Oregon English Language Arts and Literacy Standards Writing |
| EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION | 4.W.2a. 4.W.2b. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Oregon English Language Arts and Literacy Standards Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, |

| 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. |

| 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. | 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 |
| STANDARD / | | Language Conventions of Standard English |
| STANDARD / PROFICIENCY BENCHMARK / | 4.L.1. | |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION | 4.L.1. 4.L.1f. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK | | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT | | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / | | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Oregon English Language Arts and Literacy Standards |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Oregon English Language Arts and Literacy Standards Language |
| BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION | 4.L.1f. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Oregon English Language Arts and Literacy Standards Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and |
| BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION EXPECTATION | 4.L.1f. 4.L.2. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Oregon English Language Arts and Literacy Standards Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| 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 4: SUMMARIZING A REFERENCE Week 12 Page 97-104 |
| | | 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 / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

BENCHMARK 1. evidence when writing or speaking to support conclusions drawn from the text.

| EXPECTATION / CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting and ideas. EXPECTATION / CCRA.R. BENCHMARK 3. | ng details |
|---|-------------|
| | |
| | |
| STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA | |
| CONTENT College and Career Readiness Anchor Standards for Reading STANDARD / PROFICIENCY | |
| BENCHMARK / STRAND Craft and Structure | |
| EXPECTATION / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and meanings, and analyze how specific word choices shape meaning or tone. | figurative |
| EXPECTATION / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the te section, chapter, scene, or stanza) relate to each other and the whole. | xt (e.g., a |
| | |
| STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA | |
| CONTENT | |
| CONTENT AREA CONTENT College and Career Readiness Anchor Standards for Reading STANDARD / | |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Reading and Level of Text Complexity | |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Range of Reading and Level of Text Complexity EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently. | |
| CONTENT STANDARD / PROFICIENCY Range of Reading and Level of Text Complexity EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently. BENCHMARK 1 Oregon English Language Arts and Literacy Standards | |
| CONTENT STANDARD / PROFICIENCY 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 CONTENT STANDARD / Reading Literature Reading Literature | |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / CCRA.R. BENCHMARK / 10. STANDARD / CONTENT AREA CONTENT AREA CONTENT Reading Literature Reading Literature Reading Literature Key Ideas and Details CONTENT AREA CONTENT AREA Key Ideas and Details | ferences |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND CORA.R. Read and comprehend complex literary and informational texts independently and proficiently. STANDARD / CONTENT AREA CONTENT AREA CONTENT AREA CONTENT AREA Reading Literature Key Ideas and Details EXPECTATION / STRAND Key Ideas and Details and examples in a text when explaining what the text says explicitly and when drawing in | ferences |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STANDARD / PROFICIENCY EXPECTATION / AREA CONTENT STANDARD / PROFICIENCY EXPECTATION / STANDARD / PROFICIENCY BENCHMARK / STANDARD / CORAL Read and comprehend complex literary and informational texts independently and proficiently. CORAL Read and comprehend complex literary and informational texts independently and proficiently. CORTENT STANDARD / PROFICIENCY BENCHMARK / STANDARD / PROFICIENCY 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 in from the text. STANDARD / CONTENT CONTENT Oregon English Language Arts and Literacy Standards Oregon English Language Arts and Literacy Standards | ıferences |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Reading Literature Reading Literature Key Ideas and Details EXPECTATION / STRANDARD / Government of the text. STANDARD / CONTENT STRAND Key Ideas and Details and examples in a text when explaining what the text says explicitly and when drawing in from the text. STANDARD / CONTENT AREA CONTENT STANDARD / CONTENT AREA CONTENT STANDARD / Reading Informational Text Reading Informational Text Reading Informational Text | ıferences |

| 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. | 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. | 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. | 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. | 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. |

| 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 / | | Decearsh to Build and Dresent Knowledge |
|--------------------------------------|----------|---|
| 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. | 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. |
|-------------|---------|---|
| | | |

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

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

STANDARD / CONTENT

BENCHMARK 5.

Oregon English Language Arts and Literacy Standards

| AREA | | |
|---|-----------------------|--|
| 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. | 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. |
| | | evidence when writing or speaking to support conclusions drawn from the text. |
| BENCHMARK EXPECTATION / | 1. CCRA.R. | evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / BENCHMARK EXPECTATION / | 1. CCRA.R. 2. CCRA.R. | evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT | 1. CCRA.R. 2. CCRA.R. | evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / | 1. CCRA.R. 2. CCRA.R. | evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Oregon English Language Arts and Literacy Standards |

EXPECTATION / CCRA.R. 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 | I |
|----------|---|
| CONTENT | |
| ΔDEΔ | |

| AREA | | |
|--------------------------------------|----------------|---|
| 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. |
| 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. | 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. | 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. | 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. | 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. | 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. |
| | 4.W.8. 4.W.9. | |
| BENCHMARK EXPECTATION / | | and categorize information, and provide a list of sources. |
| EXPECTATION / BENCHMARK STANDARD / CONTENT | | and categorize information, and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / | | and categorize information, and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research. Oregon English Language Arts and Literacy Standards |

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. | 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. |
| ST ANDARD / | | Oragon English Language Arts and Literacy Standards |

STANDARD / CONTENT AREA

| 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. |
| | | UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112 |
| | | 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 / | | Fluency |

| ST ANDARD / PROFICIENCY | | |
|----------------------------|----------|---|
| 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. 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 inference from the text. |
| STANDARD / | | 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. |
|--|---------------------|---|
| 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. | 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. | 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 |
| | CCRA.W. | Research to Build and Present Knowledge Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| STRAND EXPECTATION / | 8. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each |
| EXPECTATION / BENCHMARK EXPECTATION / | 8. CCRA.W. | 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 EXPECTATION / BENCHMARK STANDARD / CONTENT | 8. CCRA.W. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / | 8. CCRA.W. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. Oregon English Language Arts and Literacy Standards |
| EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | 8. CCRA.W. 9. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Writing |
| EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND | 8. CCRA.W. 9. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK / STRAND EXPECTATION / BENCHMARK | 8. CCRA.W. 9. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Draw evidence from literary or informational texts to support analysis, reflection, and research. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Writing Range of Writing 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. |

| EVECT ATION | 4 14/ 4 | White spinish wises and an income and an annual spin and an analysis and an an |
|--|----------------|--|
| / 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 |
| STANDARD / | | Writing Text Types and Purposes |
| STANDARD / PROFICIENCY BENCHMARK / | 4.W.3. | |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION | 4.W.3 . | Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK | | Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT | | Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / | | Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. Oregon English Language Arts and Literacy Standards |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | | Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. Oregon English Language Arts and Literacy Standards Writing |

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

| 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 |

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

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

STANDARD / CONTENT

| AREA | | |
|--------------------------------------|----------|--|
| 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. 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. |
| | | |

| STANDARD | I |
|-----------------|---|
| CONTENT | |
| AREA | |

| 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. | 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. | 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. | 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. | 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. | 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 |
| PROFICIENCI | | |

| BENCHMARK / STRAND | | Text Types and Purposes |
|--------------------------------------|---------|--|
| EXPECT ATION / 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. |
|--------------------------------------|---------------|---|
| ST ANDARD / 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. | 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. |

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. |
| EVDECTATION | 4.1.4- | |

 ${\sf EXPECTATION} \qquad {\sf 4.L.4a.} \qquad {\sf Use\ context\ as\ a\ clue\ to\ the\ meaning\ of\ a\ word\ or\ phrase.}$

| 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. |

UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

Oregon Academic Content Standards Language Arts

Grade 4 - Adopted: 2019/Effective 2021

| STANDARD | ı |
|----------|---|
| CONTENT | |
| AREA | |

Oregon English Language Arts and Literacy Standards

| AREA | | |
|--------------------------------------|---------------|---|
| 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. | 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. | 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 / | CCRA.R. | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative |

STANDARD / CONTENT AREA

BENCHMARK 4.

Oregon English Language Arts and Literacy Standards

meanings, and analyze how specific word choices shape meaning or tone.

| 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 |
| | 4.RL.4. | Craft and Structure Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. |
| STRAND EXPECTATION / | 4.RL.4. | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant |
| EXPECTATION / BENCHMARK STANDARD / CONTENT | 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 STANDARD / CONTENT AREA CONTENT STANDARD / | 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. Oregon English Language Arts and Literacy Standards |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | 4.RL.4. 4.RL.10. | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. Oregon English Language Arts and Literacy Standards Reading Literature |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND | | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. Oregon English Language Arts and Literacy Standards Reading Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text |
| EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT | | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. Oregon English Language Arts and Literacy Standards Reading Literature Range of Reading and Level of Text Complexity 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. |

| 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. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

| CONTENT | | College and Career Readiness Anchor Standards for Writing |
|--------------------------------------|---------|---|
| ST ANDARD / PROFICIENCY | | |
| BENCHMARK / STRAND | | Production and Distribution of Writing |
| EXPECTATION / BENCHMARK | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| EXPECTATION / BENCHMARK | CCRA.W. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| EXPECTATION / BENCHMARK | CCRA.W. | 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. | 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 | | 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. | 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. | 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. |
| | | 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 / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

BENCHMARK 1. 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. | 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 | | 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. |
| 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 texto complexity band proficiently, with scaffolding as needed at the high end of the range. |
| | | |

| STANDARD | I |
|----------|---|
| CONTENT | |
| ΔRFΔ | |

| AREA | | |
|--------------------------------------|---------------|---|
| CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Writing |
| BENCHMARK / STRAND | | Text Types and Purposes |
| EXPECTATION / BENCHMARK | CCRA.W. | 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. | 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. | 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. | 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 |

| 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 |
| 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. | 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. | 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. |
| | | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150 |
| | | Oregon Academic Content Standards Language Arts Crode 4. Adepted 2010/Effective 2021 |
| STANDARD / CONTENT AREA | | Grade 4 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards |
| CONTENT STANDARD / PROFICIENCY | | Reading Foundational Skills |
| BENCHMARK / STRAND | | Fluency |
| | | |

STANDARD / CONTENT AREA

| 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. | 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. | Read and comprehend complex literary and informational texts independently and proficiently. |

| 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 | I |
|----------|---|
| CONTENT | |
| ΔDEΔ | |

BENCHMARK 9.

| AREA | | |
|--------------------------------------|---------------|--|
| 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. | 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. | 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 |
| | | Research to Build and Present Knowledge |
| BENCHMARK / STRAND | | |
| | CCRA.W. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

| STANDARD | I |
|-----------------|---|
| CONTENT | |
| ΔRFΔ | |

EXPECTATION

Oregon English Language Arts and Literacy Standards

| AREA | | |
|--------------------------------------|---------|---|
| CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Writing |
| BENCHMARK / STRAND | | Range of Writing |
| EXPECTATION / BENCHMARK | 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. |

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

| STANDARD | I |
|----------|---|
| CONTENT | |
| ARFA | |

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

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

| 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 | | Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Speaking and Listening |
| CONTENT AREA CONTENT STANDARD / | | |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY | CCRA.SL .1. | College and Career Readiness Anchor Standards for Speaking and Listening |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND | | College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT | | College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 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. |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / | | College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 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. Oregon English Language Arts and Literacy Standards |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | | Comprehension and Collaboration 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. Oregon English Language Arts and Literacy Standards Speaking and Listening |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION | .1. | Comprehension and Collaboration 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. Oregon English Language Arts and Literacy Standards Speaking and Listening Comprehension and Collaboration 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 |

| 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 |
| AREA | | |
| CONTENT STANDARD / PROFICIENCY | | Reading Literature |
| CONTENT STANDARD / | | Reading Literature Key Ideas and Details |
| CONTENT STANDARD / PROFICIENCY | 4.RL.1. | |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND | 4.RL.1. | Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT | 4.RL.1. | Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / | 4.RL.1. | Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Oregon English Language Arts and Literacy Standards |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | 4.RL.1. 4.RI.1. | Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Oregon English Language Arts and Literacy Standards Reading Informational Text |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND | | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Oregon English Language Arts and Literacy Standards Reading Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences |

| 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 ST ANDARD / 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. | 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. | 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. | 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. | 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. |
| | | |

| 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. | 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. | 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. |
| 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 | | 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 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170 |
| | | |
| | | Oregon Academic Content Standards |
| | | Language Arts Grade 4 - Adopted: 2019/Effective 2021 |
| OT 4115 455 : | | · |
| 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.

| Oregon English Language Arts and Literacy Standards CONTENT ST ANDARD / PROPRICIENCY BENCHMARK / CORRAR. Read closely in determine what the text says explicitly and to make logical inferences from it, cite specific textual excitence when willing or speaking to support conclusions drawn from the text. EXPECTATION / CCRAR. Read closely in determine what the text says explicitly and to make logical inferences from it, cite specific textual excitence when willing or speaking to support conclusions drawn from the text. EXPECTATION / CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION / CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STANDARD / CORPORARIA / CORPORA | | | |
|--|--------------------------------------|----------|--|
| CONTENT STANDARY CORRECTATION/ CCRAR. Read closely to determine what the text says explicitly and to make logical inferences from it, ole specific textual evidence when writing or speaking to support correlations drawn from the text. EXPECTATION/ CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION/ CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION/ CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION/ CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION/ CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION/ CCRAR. College and Career Readiness Anchor Standards for Reading EXPECTATION/ CCRAR. Analyze two specific word choices shape meaning or tone. EXPECTATION/ CCRAR. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, seete, or starce) relate to each other and the utriule. EXPECTATION/ CCRAR. CORNERY CCRAR. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, seete, or starce) relate to each other and the utriule. EXPECTATION/ CCRAR. CORNERY CCRAR. CORNERY CCRAR. CORNERY CCRAR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CONTENT CCRAR. CORNERY CCRAR. CORNERY CCRAR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CCRAR. CORNERY CCRAR. CORNERY CCRAR. CORNERY CCRAR. Analyze the structure of texts address similar them | EXPECTATION | 4.RF.4c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STANDARD / PROFICENCY EENCHMARK Key ideas and Details EXPECTATION / CCRAR. Read closely to determine what the text says explicitly and to make logical inferences from it cite specific textual EENCHMARK 1. evidence when writing or speaking to support conclusions drawn from the text. EENCHMARK 2. and ideas. EENCHMARK 2. Determine central ideas or femens of a text and analyze their development, summarize the key supporting details and ideas. EENCHMARK 2. and ideas. EXPECTATION / CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STANDARD / CORTENT STANDARD / CORTENT CORTENT CORTENT CORTENT CORTENT STANDARD / CORTENT CORTE | STANDARD / CONTENT AREA | | Oregon English Language Arts and Literacy Standards |
| EXPECTATION / CCRAR. 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 / CCRAR. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. EXPECTATION / CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STANDARD / CONTENT STANDARD / CONTENT STANDARD / PROPERTIES AND ARD / STANDARD / PROPERTIES AND ARD / PROPERTIES | CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Reading |
| EXPECTATION / CCRAR. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. EXPECTATION / CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STANDARD / CORDAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STANDARD / CORDAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STANDARD / CORDAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STANDARD / CORDAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STANDARD / CORDAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CONTENT STANDARD / CORDAR. Interpret works 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 / CCRAR. 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 / CORDARD / CORDARD / PROFICIENCY BENCHMARK / Integration of Knowledge and Ideas EXPECTATION / CCRAR. 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 / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CORDITION / CCRAR. 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 / Oregon English Language Arts and Literacy Standards CORDITION / CCRAR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the aut | | | Key Ideas and Details |
| EXPECTATION / CCRAR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. STANDARD / CONTENT STANDARD / CONTENT STANDARD / PROPICIENCY EXPECTATION / CCRAR. 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 / CCRAR. 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 STANDARD / ST | EXPECTATION / BENCHMARK | | |
| STANDARD / Oregon English Language Arts and Literacy Standards AREA CONTENT STANDARD / CORGON English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY EXPECTATION / CCRAR. 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 / CCRAR. 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 / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / CCRAR. Analyze how some standards for Reading TIANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Integration of Knowledge and Ideas STANDARD / Oregon English Language Arts and Literacy Standards CONTENT CCRAR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Oregon English Language Arts and Literacy Standards CONTENT CCRAR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT COILEGE and Career Readiness Anchor Standards for Reading CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Range of Reading and Level of Text Complexity | EXPECTATION / BENCHMARK | | |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / CORGAR. 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 / CCRA.R. 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 STANDARD / PROFICIENCY BENCHMARK / Integration of Knowledge and Ideas EXPECTATION / CCRA.R. 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. CONTENT STANDARD / PROFICIENCY Integration of Knowledge and Ideas EXPECTATION / CCRA.R. 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 / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT ANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Readings and Level of Text Complexity | EXPECTATION / BENCHMARK | | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| BENCHMARK / STRAND CCRAR. 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 / CCRAR. 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 CONTENT COLLEGE and Career Readiness Anchor Standards for Reading PROFICIENCY BENCHMARK / Integration of Knowledge and Ideas EXPECTATION / CCRAR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Oregon English Language Arts and Literacy Standards CONTENT STRAND / Oregon English Language Arts and Literacy Standards CONTENT STRAND / Oregon English Language Arts and Literacy Standards CONTENT Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. CONTENT AREA CONTENT CCRAR. Analyze how two or more texts and Literacy Standards CONTENT AREA CONTENT AREA CORDITION OR CCRAR. Analyze how two or more texts and Literacy Standards CONTENT AREA CORDITION OR CCRAR. Analyze how two or more texts and Literacy Standards CONTENT AREA College and Career Readiness Anchor Standards for Reading READ CONTENT AREA College and Career Readiness Anchor Standards for Reading READ CONTENT AREA College and Career Readiness Anchor Standards for Reading | STANDARD / CONTENT AREA | | Oregon English Language Arts and Literacy Standards |
| EXPECTATION / CCRAR. 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 CCRAR. 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. Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY BENCHMARK / Integration of Knowledge and Ideas EXPECTATION / STRAND CCRAR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Oregon English Language Arts and Literacy Standards Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT AREA COILED CORD CORD CORD CORD CORD CORD CORD COR | CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Reading |
| BENCHMARK 4. meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION / CCRAR. 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. Oregon English Language Arts and Literacy Standards CONTENT STANDARD / CORDENT STANDARD / PROFICIENCY BENCHMARK / Integration of Knowledge and Ideas EXPECTATION / CCRAR. 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 / Oregon English Language Arts and Literacy Standards Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Reading and Level of Text Complexity | BENCHMARK / STRAND | | Craft and Structure |
| STANDARD / CORTENT STANDARD / Oregon English Language Arts and Literacy Standards for Reading CONTENT STANDARD / PROFICIENCY BENCHMARK / Oregon English Language Arts and Literacy Standards for Reading CORTENT STANDARD / PROFICIENCY BENCHMARK / Oregon English Language Arts and Ideas EXPECTATION / CCRA.R. 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 STANDARD / PROFICIENCY BENCHMARK / College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Reading and Level of Text Complexity | EXPECTATION / BENCHMARK | | |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STANDARD / PROFICIENCY BENCHMARK / STANDARD / PROFICE the standards for Reading STANDARD / PROFICE the standards for Reading STANDARD / PROFICE the standards for Reading STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Reading and Level of Text Complexity Content Standards for Reading Standards for Reading Standards for Reading Standards for Reading Standards Standards for Reading Standards for Reading Standards Standards for Reading Standards Standar | EXPECTATION / BENCHMARK | | |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / CCRA.R. 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 CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Reading and Level of Text Complexity | STANDARD / CONTENT AREA | | Oregon English Language Arts and Literacy Standards |
| EXPECTATION / CCRA.R. 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 CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Reading and Level of Text Complexity | CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Reading |
| BENCHMARK 9. approaches the authors take. Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT College and Career Readiness Anchor Standards for Reading BENCHMARK Range of Reading and Level of Text Complexity | BENCHMARK / STRAND | | Integration of Knowledge and Ideas |
| CONTENT CONTENT CONTENT STANDARD / PROFICIENCY BENCHMARK / Range of Reading and Level of Text Complexity | EXPECTATION / BENCHMARK | | |
| STANDARD / PROFICIENCY BENCHMARK / Range of Reading and Level of Text Complexity | STANDARD / CONTENT AREA | | Oregon English Language Arts and Literacy Standards |
| | CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Reading |
| | | | Range of Reading and Level of Text Complexity |

| EXPECTATION / BENCHMARK | CCRA.R. | 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. |
| ST ANDARD / 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 |
| BENCHMARK / STRAND | | Production and Distribution of Writing |
| EXPECTATION / BENCHMARK | CCRA.W. | 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. | 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. | 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. | 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 |
| | 4 14/4 | White animies wiscon as tenion or toute assessmenting a solut of view with some and information |
| | 4.W.1. | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| EXPECTATION / BENCHMARK EXPECTATION | 4.W.1b. | Provide reasons that are supported by facts and details. |
| / BENCHMARK | | |
| EXPECTATION ST ANDARD / CONTENT | | Provide reasons that are supported by facts and details. |
| EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / | | Provide reasons that are supported by facts and details. Oregon English Language Arts and Literacy Standards |
| EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | 4.W.1b. | Provide reasons that are supported by facts and details. Oregon English Language Arts and Literacy Standards Writing |
| EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK | 4.W.1b. | Provide reasons that are supported by facts and details. Oregon English Language Arts and Literacy Standards Writing Text Types and Purposes |
| EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION | 4.W.1b. | Provide reasons that are supported by facts and details. Oregon English Language Arts and Literacy Standards Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. |
| EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION | 4.W.2. 4.W.2. | Provide reasons that are supported by facts and details. Oregon English Language Arts and Literacy Standards Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the |
| STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION | 4.W.2. 4.W.2a. 4.W.2b. | Provide reasons that are supported by facts and details. Oregon English Language Arts and Literacy Standards Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION ST ANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION | 4.W.2. 4.W.2a. 4.W.2b. | Provide reasons that are supported by facts and details. Oregon English Language Arts and Literacy Standards Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. |

| 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 | | Oregon English Language Arts and Literacy Standards Writing |
| CONTENT AREA CONTENT STANDARD / | | |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY | 4.W.10. | Writing |
| CONTENT AREA CONTENT STANDARD I PROFICIENCY BENCHMARK I STRAND | 4.W.10. | Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT | 4.W.10. | Writing Range of Writing 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. |

| 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. | 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. | 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. |
| 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 | | 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. | 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. | 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. | 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 |
| | | |

| EXPECTATION / BENCHMARK | 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 | | 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. |
| | | UNIT 7: INVENTIVE WRITING Week 21 Page 177-180 |
| | | Oregon Academic Content Standards |
| | | Language Arts |
| STANDARD / | | Grade 4 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards |
| CONTENT AREA | | |
| | | |
| CONTENT STANDARD / PROFICIENCY | | College and Career Readiness Anchor Standards for Writing |
| STANDARD / | | College and Career Readiness Anchor Standards for Writing Text Types and Purposes |
| STANDARD / PROFICIENCY BENCHMARK / | CCRA.W. | |
| ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION / | 2. | Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / | 2. | Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT | 2. | Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / | 2. | Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Oregon English Language Arts and Literacy Standards |

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

BENCHMARK .

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. |
| | | UNIT 7: INVENTIVE WRITING Week 22 Page 181-188 |

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

Orace 4 - Adopted. 2013/Effective 202

STANDARD / CONTENT AREA

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

| BENCHMARK / ST RAND EXPECTATION / CCF | Т | ext Types and Purposes |
|--|----------|--|
| EVECTATION / CCI | | |
| BENCHMARK 2. | | rite informative/explanatory texts to examine and convey complex ideas and information clearly and accurately rough the effective selection, organization, and analysis of content. |
| STANDARD / CONTENT AREA | Or | regon English Language Arts and Literacy Standards |
| CONTENT STANDARD / PROFICIENCY | Co | ollege and Career Readiness Anchor Standards for Writing |
| BENCHMARK / STRAND | Pr | roduction and Distribution of Writing |
| EXPECTATION / CCF BENCHMARK 4. | | roduce clear and coherent writing in which the development, organization, and style are appropriate to task, urpose, and audience. |
| EXPECTATION / CCF BENCHMARK 5. | RA.W. De | evelop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| EXPECTATION / CCF BENCHMARK 6. | RA.W. Us | se technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| STANDARD / CONTENT AREA | Or | regon English Language Arts and Literacy Standards |
| CONTENT STANDARD / PROFICIENCY | Co | ollege and Career Readiness Anchor Standards for Writing |
| BENCHMARK / STRAND | Ra | ange of Writing |
| EXPECTATION / CCF BENCHMARK 10. | | rite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ngle sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STANDARD / CONTENT AREA | Or | regon English Language Arts and Literacy Standards |
| CONTENT STANDARD / PROFICIENCY | W | riting |
| BENCHMARK / STRAND | Te | ext Types and Purposes |
| EXPECTATION 4.W / BENCHMARK | V.1. W | rite opinion pieces on topics or texts, supporting a point of view with reasons and information. |
| EXPECTATION 4.W | V.1b. Pr | rovide reasons that are supported by facts and details. |
| STANDARD / CONTENT AREA | Or | regon English Language Arts and Literacy Standards |
| CONTENT STANDARD / PROFICIENCY | W | riting |
| BENCHMARK / STRAND | Te | ext 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 |
| 74(27) | | |
| CONTENT STANDARD / PROFICIENCY | | Writing |
| CONTENT STANDARD / | | Writing Production and Distribution of Writing |
| CONTENT STANDARD / PROFICIENCY | 4.W.4. | |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / | 4.W.4. 4.W.5. | Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK | | Production and Distribution of Writing 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.) With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK | 4.W.5. | Production and Distribution of Writing 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.) 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.) With guidance and support, use technology, including the Internet, to produce and publish writing as well as to |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK | 4.W.5. | 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.) 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.) With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. |
| CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK CONTENT AREA CONTENT STANDARD / | 4.W.5. | Production and Distribution of Writing 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.) 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.) With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others. Oregon English Language Arts and Literacy Standards |

STANDARD / CONTENT AREA

/ BENCHMARK

| AREA | | |
|--------------------------------------|----------|--|
| 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 |
| EXPECT ATION / BENCHMARK | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| .L.3a. | Choose words and phrases to convey ideas precisely. |
|--------|--|
| | Choose words and princises to convey acces precisely. |
| | UNIT 7: INVENTIVE WRITING Week 23 Page 189-198 |
| | |
| | Oregon Academic Content Standards |
| | Language Arts |
| | Grade 4 - Adopted: 2019/Effective 2021 |
| | Oregon English Language Arts and Literacy Standards |
| | orogon Inghon Inngango / mao ana Ino ao y Camatan ao |
| | |
| | Outline and Outline Deadline Andrew Outline to the William |
| | College and Career Readiness Anchor Standards for Writing |
| | |
| | Total Toward and Downson |
| | Text Types and Purposes |
| | |
| CRA W | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately |
| | through the effective selection, organization, and analysis of content. |
| | |
| | |
| | Oregon English Language Arts and Literacy Standards |
| | |
| | |
| | College and Career Readiness Anchor Standards for Writing |
| | |
| | |
| | Production and Distribution of Writing |
| | |
| | |
| | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, |
| | purpose, and audience. |
| | |
| CRA.W. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| | |
| | |
| 00414 | The technology Control of the Late and the Control of the |
| | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| | |
| | |
| | Oregon English Language Arts and Literacy Standards |
| | |
| | |
| | |
| | College and Career Readiness Anchor Standards for Writing |
| | College and Career Readiness Anchor Standards for Writing |
| | College and Career Readiness Anchor Standards for Writing |
| | |
| | College and Career Readiness Anchor Standards for Writing Range of Writing |
| | |
| CRA.W. | Range of Writing |
| CRA.W. | |
| | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
|). | Range of Writing 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. |
|). | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
|). | Range of Writing 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. |
|). | Range of Writing 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. |
| | Range of Writing 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. |
| | Range of Writing 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. Oregon English Language Arts and Literacy Standards |
| | CRA.W. CRA.W. |

| 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. |
| CT AND ADD / | | Oregon English Language Arts and Literacy Standards |
| | | Oregon English Language Arts and Literacy Standards |
| CONTENT STANDARD / PROFICIENCY | | Writing |
| CONTENT AREA CONTENT STANDARD / | | |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | 4.W.3. | Writing |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION | 4.W.3. 4.W.3d. | Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK | | Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT | | Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / | | Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. Oregon English Language Arts and Literacy Standards |
| CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | | Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely. Oregon English Language Arts and Literacy Standards Writing |

| 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. |
| | | UNIT 7: INVENTIVE WRITING Week 24 Page 199-201 |
| | | |
| | | 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. | 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. | 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. | 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. |
| | 4.W.2. 4.W.2a. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. |
| / BENCHMARK | | Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, |
| I BENCHMARK 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the |
| EXPECTATION EXPECTATION | 4.W.2a. 4.W.2b. | Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| EXPECTATION EXPECTATION EXPECTATION | 4.W.2a. 4.W.2b. 4.W.2d. 4.W.2e. | Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| I BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD I CONTENT | 4.W.2a. 4.W.2b. 4.W.2d. 4.W.2e. | Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. |
| I BENCHMARK EXPECTATION EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / | 4.W.2a. 4.W.2b. 4.W.2d. 4.W.2e. | Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. Oregon English Language Arts and Literacy Standards |
| I BENCHMARK EXPECTATION EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / | 4.W.2a. 4.W.2b. 4.W.2d. 4.W.2e. | Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. Oregon English Language Arts and Literacy Standards Writing |

| 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.