Main Criteria: Structure and Style for Students
Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts
Grade: 4

Structure and Style for Students

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

Rho de Island World-Class Standards Language Arts

Grade 4 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GSE STEM DOMAIN	7	
	7	as in words.
DOMAIN STATEMENT OF ENDURING	10	as in words. College and Career Readiness Anchor Standards for Reading
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		as in words. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM		as in words. College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GSE STEM

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DOMAIN	College and Career Readiness Anchor Stan	dards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

DOMAIN	Grade 4	Reading	Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.c.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
		Vocabulary Acquisition and Use
STATEMENT OF ENDURING KNOWLEDGE		
OF ENDURING	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rho de Island World-Class Standards Language Arts

Grade 4 - Adopted: 2021

DOMAIN	College and Career Readiness	Anchor Standards for Reading
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STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC	2	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences
SPECIFIC INDICATOR		Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR SPECIFIC INDICATOR		Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI]
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	4	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	4	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	4	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Grade 4 Reading Standards

SPECIFIC INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN		Grade 4 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.c.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards
		Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT		Craft and Structure

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to

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

College and Career Readiness Anchor Standards for Reading

OF ENDURING KNOWLEDGE

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each other and the whole.

Integration of Knowledge and Ideas

GSE STEM

GSE STEM

DOMAIN

STATEMENT

OF ENDURING KNOWLEDGE

GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inference from the text.

SPECIFIC INDICATOR	3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	5	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
SPECIFIC INDICATOR	6	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.

SPECIFIC INDICATOR	3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
SPECIFIC INDICATOR	3.c.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN		Grade 4 Language Standards [L]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Language Standards [L] Vocabulary Acquisition and Use
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	4 4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	4.a.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr.,
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC SPECIFIC SPECIFIC	4.a. 4.d. 4.e.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	4.a. 4.d. 4.e.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.). Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

Rho de Island World-Class Standards Language Arts

Grade 4 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

College and Career Readiness Anchor Standards for Writing

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
GSE STEM SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC	1 2	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences
SPECIFIC INDICATOR SPECIFIC		Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	2	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; summarize a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; summarize a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; summarize a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Grade 4 Reading Standards
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; summarize a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Grade 4 Reading Standards Grade 4 Reading Standards for Literature [RL]
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; summarize a text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Grade 4 Reading Standards Grade 4 Reading Standards Craft and Structure Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for

STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.

SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
SPECIFIC INDICATOR	3.c.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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UNIT 2: WRITING FROM NOTES Week 5 Page 39-2

Rho de Island World-Class Standards Language Arts

Grade 4 - Adopted: 2021

DOMAIN	College and	Career Readiness	Anchor	Standards for R	Reading
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STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure

GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Language Conventions of Standard English
STATEMENT OF ENDURING	1	
STATEMENT OF ENDURING KNOWLEDGE	1 2	Conventions of Standard English
STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	2	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language 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.

GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one of more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
INDICATOR	I.a.	other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.a.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual
SPECIFIC		Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.b.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	1.b. 1.c.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	1.b. 1.c.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1.b. 1.c.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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. Grade 4 Speaking and Listening Standards [SL]
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	1.b. 1.c.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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. Grade 4 Speaking and Listening Standards [SL] Comprehension and Collaboration Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR		
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.

DOMAIN	Grade 4 Language Standards [L]
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STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

DOMAIN Grade 4 Language Standards [L]

GSE STEM

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rho de Island World-Class Standards Language Arts

Grade 4 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure

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

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
		Range of Writing
STATEMENT OF ENDURING KNOWLEDGE		

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	2	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
SPECIFIC INDICATOR	3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	5	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
SPECIFIC INDICATOR	6	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribut the discussion and link to the remarks of others.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; sp clearly at an understandable pace and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing of speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writ Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by

SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
SPECIFIC INDICATOR	3.c.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		Rhode Island World-Class Standards
		Language Arts
		Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading

		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		Rhode Island World-Class Standards Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:

SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM 1	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English
STATEMENT OF ENDURING KNOWLEDGE	
OF ENDURING KNOWLEDGE	Conventions of Standard English
GSE STEM 1	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN	College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE	Knowledge of Language
GSE STEM 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.
DOMAIN	College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE	Vocabulary Acquisition and Use
GSE STEM 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.
GSE STEM 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.
DOMAIN	Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE	Grade 4 Reading Standards for Literature [RL]
GSE STEM	Key Ideas and Details
SPECIFIC 1 INDICATOR	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC 2 INDICATOR	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
SPECIFIC 3 INDICATOR	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN	Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE	Grade 4 Reading Standards for Literature [RL]
GSE STEM	Craft and Structure

SPECIFIC INDICATOR	5	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
SPECIFIC INDICATOR	6	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.

SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
SPECIFIC INDICATOR	3.c.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

Rhode Island World-Class Standards
Language Arts

Grade 4 - Adopted: 2021

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inference from the text.
SPECIFIC INDICATOR	2	Determine a theme of a story, drama, or poem from details in the text; summarize a text.
SPECIFIC INDICATOR	3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	5	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.
SPECIFIC INDICATOR	6	Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.

DOWAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).

DOMAIN Grade 4 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM SPECIFIC INDICATOR	1 1.a.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own
SPECIFIC		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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual
SPECIFIC INDICATOR	1.a.	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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	1.a. 1.b.	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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	1.a. 1.b.	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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	1.a. 1.b.	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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1.a. 1.b.	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. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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. Grade 4 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR		
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.

DOMAIN	Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).

DOMAIN Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rho de Island World-Class Standards Language Arts

Grade 4 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

DOMAIN	College and Career Readiness Anchor Standards for Reading
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		Conege and Career Readiness Anonor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
		gationing vocabulary knowledge.
DOMAIN		Grade 4 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		
STATEMENT OF ENDURING		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE	1	Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	1 2	Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Key Ideas and Details Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC		Grade 4 Reading Standards for Informational Text [RI] Key Ideas and Details Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR		Grade 4 Reading Standards for Informational Text [RI] Key Ideas and Details Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Grade 4 Reading Standards for Informational Text [RI] Key Ideas and Details Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI] Key Ideas and Details Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI]

DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
OF ENDURING		Grade 4 Reading Standards for Foundational Skills [RF] Fluency
OF ENDURING KNOWLEDGE	4	
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	4 4.a.	Fluency
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Fluency Read with sufficient accuracy and fluency to support comprehension.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR	4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR	4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING	4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W]
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	4.a. 4.c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 4 Writing Standards [W] Text Types and Purposes

Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN Grade 4 Writing Standards [W]

2.d.

SPECIFIC INDICATOR

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Writing Standards [W] Research to Build and Present Knowledge
STATEMENT OF ENDURING	8	
STATEMENT OF ENDURING KNOWLEDGE	8	Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
ST AT EMENT OF ENDURING KNOWLEDGE		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. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM		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. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING		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. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed. Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	9	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. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed. Grade 4 Writing Standards [W] Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	9	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. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed. Grade 4 Writing Standards [W] 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.

DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

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

Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr.,

SPECIFIC

SPECIFIC

INDICATOR

INDICATOR

4.a.

4.d.

min., sec.).

SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96
		Rhode Island World-Class Standards
		Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity

GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language

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GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC	2	
INDICATOR	2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
	۷	Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards
INDICATOR	2	
DOMAIN STATEMENT OF ENDURING	2	Grade 4 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	4	Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Craft and Structure
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	4	Grade 4 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	4	Grade 4 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	4	Grade 4 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Grade 4 Reading Standards
INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	4	Grade 4 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI]

		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
INDICATOR		topic.
	2.d.	
INDICATOR SPECIFIC		topic.
INDICATOR SPECIFIC INDICATOR		Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Use precise language and domain-specific vocabulary to inform about or explain the topic. Grade 4 Writing Standards [W]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Use precise language and domain-specific vocabulary to inform about or explain the topic. Grade 4 Writing Standards [W] Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Use precise language and domain-specific vocabulary to inform about or explain the topic. Grade 4 Writing Standards [W] 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.)

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104
		Rhode Island World-Class Standards
		Language Arts
		Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

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TATEMENT OF ENDURING STATEMENT OF STATEMENT	GSE STEM	4	
STATEMENT OF ENDURING KNOWLEDGE GSE STEM Key Ideas and Details SPECIFIC I Refer to details and examples in a text when explaining what the text states explicitly and when drawing infere from the text. SPECIFIC INDICATOR Determine the main idea of a text and explain how it is supported by key details; summarize a text. SPECIFIC INDICATOR Grade 4 Reading Standards STATEMENT OF ENDURING KNOWLEDGE GSE STEM Craft and Structure SPECIFIC IDETERMINED TO Explain the meaning of general academic and domain-specific words or phrases in a text relevant to a grant path or subject area. (See grade 4 Language Standards 4-6 on applying knowledge of vocabulary to reading NDICATOR SPECIFIC DOMAIN Grade 4 Reading Standards STATEMENT OF ENDURING KNOWLEDGE GSE STEM Integration of Knowledge and Ideas STATEMENT OF ENDURING KNOWLEDGE The protein information in a text or part of a text. Integration of Knowledge and Ideas SPECIFIC Integration of Knowledge and Ideas SPECIFIC The protein information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, finelines, animatons, or interactive elements on webpages) and explain how the information contributes to an understant the text in which it appears. SPECIFIC BEDIGATOR BEDIGATOR Grade 4 Reading Standards STATEMENT OF ENDURING CRADE A Reading Standards STATEMENT OF ENDURING SPECIFIC BEDIGATOR BEDIGATOR BEDIGATOR Grade 4 Reading Standards STATEMENT OF ENDURING CRADE 4 Reading Standards STATEMENT OF ENDURI	GSE STEM	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.
GES STEM Key Ideas and Details SPECIFIC 1 Refer to details and examples in a text when explaining what the text states explicitly and when drawing infore from the text. SPECIFIC 2 Determine the main idea of a text and explain how it is supported by key details; summarize a text. INDICATOR Grade 4 Reading Standards STATEMENT OF ENDURING KNOWLEDGE GSE STEM Craft and Structure SPECIFIC 4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grant indicator or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading logic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading specific words or phrases in a text relevant to a grant indicator. SPECIFIC 5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. DOMAIN Grade 4 Reading Standards STATEMENT OF ENDURING KNOWLEDGE SESTEM Integration of Knowledge and Ideas SPECIFIC 7 Integrate information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understant the text in which it appears. SPECIFIC 8 Explain how an author uses reasons and evidence to support particular points in a text. DOMAIN Grade 4 Reading Standards Grade 4 Reading Standards STATEMENT OF ENDURING KNOWLEDGE GRADE A Reading Standards Grade 4 Reading Standards TATEMENT OF ENDURING KNOWLEDGE Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [R] Frecific Indicators Frecific Indicat	DOMAIN		Grade 4 Reading Standards
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	GSE STEM		Range of Reading and Level of Text Complexity
manerial control of the control of t	SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

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GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.

SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80
		Rho de Island World-Class Standards Language Arts
		Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details

GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as we as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

SPECIFIC INDICATOR	2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT		Grade 4 Reading Standards for Informational Text [RI]
OF ENDURING KNOWLEDGE		
		Range of Reading and Level of Text Complexity
KNOWLEDGE	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
GSE STEM SPECIFIC	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science,
GSE STEM SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
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SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. Grade 4 Reading Standards Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. Grade 4 Reading Standards Grade 4 Reading Standards for Foundational Skills [RF]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	4	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. Grade 4 Reading Standards Grade 4 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension.

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in
		Language Standards 4–6 up to and including grade 4).
DOMAIN		
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Language Standards 4–6 up to and including grade 4).
STATEMENT OF ENDURING	6	Language Standards 4–6 up to and including grade 4). Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE	6	Language Standards 4–6 up to and including grade 4). Grade 4 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one
STATEMENT OF ENDURING KNOWLEDGE	6	Language Standards 4–6 up to and including grade 4). Grade 4 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	6	Language Standards 4–6 up to and including grade 4). Grade 4 Writing Standards [W] Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. Grade 4 Writing Standards [W]

DOMAIN Grade 4 Writing Standards [W]

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STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC	3.a.	Choose words and phrases to convey ideas precisely.

SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112
		Rhode Island World-Class Standards Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading

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.

STATEMENT OF ENDURING

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GSE STEM

Craft and Structure

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DOMAIN		Conege and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.

SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Writing Standards [W] Production and Distribution of Writing
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	4	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
STATEMENT OF ENDURING KNOWLEDGE	4	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.)

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SPECIFIC INDICATOR	5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

DOMAIN	Grade 4 Language Standards [L]

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STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rho de Island World-Class Standards Language Arts

		Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
	8	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of
INDICATOR SPECIFIC		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
SPECIFIC INDICATOR		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Grade 4 Reading Standards
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	8	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science,
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	8	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	8	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4. Grade 4 Reading Standards

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
	2.b. 2.e.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR SPECIFIC		
SPECIFIC INDICATOR		Spell grade-appropriate words correctly, consulting references as needed.

SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rho de Island World-Class Standards Language Arts

Grade 4 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING		Grade 4 Reading Standards for Literature [RL]
KNOWLEDGE		
GSE STEM		Range of Reading and Level of Text Complexity
	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
GSE STEM SPECIFIC	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4. Grade 4 Reading Standards

SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR 3.a. Orient the moder by essabishing a situation and bitroducing a speaker, narrator, anathor characters; organize an appropriate narrative sequence. SPECIFIC INDICATOR 3.d. Use concrete works and pinness. Aguanive language such as similes and metaphors, and sensory details to convey experiences or elemb precisely. DOMAIN Grade 4 Writing Standards [W] STATEMENT OF ENDURING KNOWLEDGE SPECIFIC STEM 4 Production and Distribution of Writing STATEMENT OF ENDURING KNOWLEDGE SPECIFIC STEM 5 Develop and strengthen writing as needed by planning, revising, and editing. SPECIFIC S.a. Demonstrate command of standard English conventions (as described in Language Standards 1-3 up to and including grade 4). SPECIFIC S.b. Demonstrate command of standard English conventions (as described in Language Standards 1-3 up to and including grade 4). SPECIFIC S.b. Demonstrate command of standard English conventions (as described in Language Standards 1-3 up to and including grade 4). SPECIFIC S.b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4-4 up to and including grade 4). SPECIFIC S.b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4-4 up to and including grade 4). STATEMENT OF ENDURING KNOWLEDGE STATEMENT S. Les technology, including current web-based communication pitations, to produce and publish writing as well as to interest and collaborate with offers; demonstrate sufficient command of heyboarding skills to type a minimum of one page in a single stang. POMAIN Grade 4 Writing Standards [W] STATEMENT OF ENDURING KNOWLEDGE RESERTEM 10 Disaw evidence from literary or informational texts to support written analysis, reflection, and revision) and shorter time transes (a single stilling or a day or low) for a range of discipline-specific tasks, purposes, and audiences. DOMAIN Grade 4 Speaking and Listening Standards [SL]			
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GSE STEM 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.	DOMAIN		Grade 4 Writing Standards [W]
single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	OF ENDURING		Range of Writing
DOMAIN Grade 4 Speaking and Listening Standards [SL]			
	GSE STEM	10	

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
GSE STEM	4	4 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138
		Rhode Island World-Class Standards Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

DOMAIN College and Career Readiness Anchor Standards for Reading

as in words.

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.

DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade A Language Standards [1]

DOMAIN

Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	4.a. 4.d.	

DOMAIN	Grade 4 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards Language Arts

Grade 4 - Adopted: 2021

DOMAIN	College and Career Readiness Anchor Standards for Reading
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STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GSE STEM	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.

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE	Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
SPECIFIC INDICATOR	6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text.
SPECIFIC INDICATOR	9	Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.

SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
SPECIFIC INDICATOR	3.c.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

Rhode Island World-Class Standards Language Arts

Grade 4 - Adopted: 2021

DOMAIN

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.

DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.
SPECIFIC INDICATOR	2	Determine the main idea of a text and explain how it is supported by key details; summarize a text.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
SPECIFIC INDICATOR	6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
DOMAIN		Grade 4 Reading Standards
DOMAIN STATEMENT OF ENDURING		Grade 4 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	7	Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	7	Grade 4 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Grade 4 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	8	Grade 4 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	8	Grade 4 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	8	Grade 4 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Interpret information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject. Grade 4 Reading Standards

DOMAIN

Grade 4 Reading Standards

STATEMENT OF ENDURING		Grade 4 Reading Standards for Foundational Skills [RF]
KNOWLEDGE		
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Writing Standards [W] Production and Distribution of Writing
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
STATEMENT OF ENDURING KNOWLEDGE		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.)
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING		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.) Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	4	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.) Grade 4 Writing Standards [W] Production and Distribution of Writing
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	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.) Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	4 5 5.a. 5.b.	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.) Grade 4 Writing Standards [W] Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, and editing. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4). Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one of more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
INDICATOR	I.a.	other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.a.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual
SPECIFIC		Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR SPECIFIC	1.b.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	1.b. 1.c.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	1.b. 1.c.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1.b. 1.c.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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. Grade 4 Speaking and Listening Standards [SL]
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	1.b. 1.c.	Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) 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. Grade 4 Speaking and Listening Standards [SL] Comprehension and Collaboration Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
SPECIFIC INDICATOR	3.c.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170
		Rhode Island World-Class Standards
		Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN College and Career Readiness Anchor Standards for Reading

each other and the whole.

GSE STEM

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STATEMENT OF ENDURING KNOWLEDGE	Integration of Knowledge and Ideas
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 $Analyze \ the \ structure \ of \ texts, including \ how \ specific \ sentences, paragraphs, and \ larger \ portions \ of \ a \ text \ relate \ to$

GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences
		from the text.
SPECIFIC INDICATOR	2	
	2	from the text.
INDICATOR	2	from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text.
DOMAIN STATEMENT OF ENDURING	2	from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	from the text. Determine the main idea of a text and explain how it is supported by key details; summarize a text. Grade 4 Reading Standards Grade 4 Reading Standards for Informational Text [RI]

SPECIFIC INDICATOR	6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text.
SPECIFIC INDICATOR	9	Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.
DOMAIN		Grade 4 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 4 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SPECIFIC INDICATOR	1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	6	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
SPECIFIC INDICATOR	3.c.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Language Arts

Grade 4 - Adopted: 2021

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

gathering vocabulary knowledge.

DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		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.

Grade 4 Speaking and Listening Standards [SL]

GSE STEM

DOMAIN

10

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
INDICATOR	1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2 2.b.	
SPECIFIC		spelling when writing.
SPECIFIC INDICATOR SPECIFIC	2.b.	Use correct capitalization.
SPECIFIC INDICATOR SPECIFIC INDICATOR	2.b.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2.b.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Grade 4 Language Standards [L]
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2.b. 2.e.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Grade 4 Language Standards [L] Knowledge of Language
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2.b. 2.e.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Grade 4 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC SPECIFIC	2.b. 2.e. 3 3.a.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Grade 4 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	2.b. 2.e. 3 3.a.	Spell grade-appropriate words correctly, consulting references as needed. Grade 4 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2.b. 2.e. 3 3.a.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Grade 4 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Grade 4 Language Standards [L]

SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 7: INVENTIVE WRITING Week 21 Page 177-180
		Rhode Island World-Class Standards
		Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
DOWAIN		
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
OF ENDURING	2	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OF ENDURING KNOWLEDGE	2 2.a.	
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		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 text features (e.g.,
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	2.a.	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 text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	2.a. 2.b.	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 text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b.	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 text features (e.g., headings), illustrations, and multimedia when useful to 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.
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2.a. 2.b.	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 text features (e.g., headings), illustrations, and multimedia when useful to 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. Grade 4 Writing Standards [W]
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2.a. 2.b. 2.d.	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 text features (e.g., headings), illustrations, and multimedia when useful to 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. Grade 4 Writing Standards [W] Text Types and Purposes Write narratives in prose or poem form to develop experiences or events using effective literary

DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
INDICATOR	1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188
		Rhode Island World-Class Standards Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in
SPECIFIC INDICATOR		Language Standards 4–6 up to and including grade 4).
		Grade 4 Writing Standards [W]

GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
INDICATOR	1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language

GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 7: INVENTIVE WRITING Week 23 Page 189-198
		Rhode Island World-Class Standards Language Arts Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

College and Career Readiness Anchor Standards for Writing

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
INDICATOR	1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
SPECIFIC		
SPECIFIC INDICATOR SPECIFIC	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely. Choose punctuation for effect.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	3.a.	Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Grade 4 Language Standards [L]
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	3.a. 3.b.	Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3.a. 3.b.	Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr.,
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	3.a. 3.b. 4.d. 4.e.	Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Grade 4 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).

GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 7: INVENTIVE WRITING Week 24 Page 199-201
		Rhode Island World-Class Standards
		Language Arts
		Grade 4 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	2.b. 2.d.	
INDICATOR SPECIFIC		topic.
SPECIFIC SPECIFIC	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR SPECIFIC INDICATOR	2.d.	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.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2.d.	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. Grade 4 Writing Standards [W]
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2.d. 2.e.	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. Grade 4 Writing Standards [W] Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	2.d. 2.e.	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. Grade 4 Writing Standards [W] 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.)
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	2.d. 2.e.	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. Grade 4 Writing Standards [W] 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.) Grade 4 Writing Standards [W]

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of or page in a single sitting.
DOMAIN		Grade 4 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 4 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 4 Writin Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.
INDICATOR	1.e.	Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

SPECIFIC INDICATOR	2.b.	Use correct capitalization.
SPECIFIC INDICATOR	2.e.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases to convey ideas precisely.
SPECIFIC INDICATOR	3.b.	Choose punctuation for effect.
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., hr., min., sec.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).
DOMAIN		Grade 4 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and

presentations by applying knowledge of vocabulary.)