Main Criteria: Structure and Style for Students Secondary Criteria: Vermont Content Standards Subject: Language Arts

Grade: 4

Structure and Style for Students

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

Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS)

STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

 GRADE LEVEL
EXPECTATION /
KNOWLEDGE
AND SKILL
 RI.4.8.
 Explain how an author uses reasons and evidence to support particular points in a text.

 STANDARD /
STRAND
 VT.RI.4.
 Reading Standards for Informational Text

 ESSENTIAL
KNOWLEDGE
 Range of Reading and Level of Text Complexity

 AND SKILL / STANDARD
 Image: Comparison of the start of the star

ST ANDARD / VT.RF.4. Reading Standards: Foundational Skills ST RAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STANDARD / VT.W.4. Writing Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.

STANDARD /	VT.W.4.	Writing	Standards
STRAND			

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	SL.4.1.	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.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-22
		Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS)

STANDARD / VT.RI.4. Reading Standards for Informational Text STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

AND SKILL

ST ANDARD / ST RAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
EXPECTATION /		well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
KNOWLEDGE		minimum of one page in a single sitting.
AND SKILL		

ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.

STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION KNOWLEDGE AND SKILL	W.4.10.	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.

ST ANDARD / ST RAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	SL.4.1.	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.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
EXPECTATION		the discussion and link to the remarks of others.

SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. GRADE LEVEL EXPECTATION

STANDARD / VT.SL.4. Speaking and Listening Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ST ANDARD / ST RAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 2: WRITING FROM NOTES Week 3 Page 23-30
		Vermont Content Standards Language Arts
		Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.3.	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).
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / VT.RL.4. Reading Standards for Literature STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / VT.RF.4. Reading Standards: Foundational Skills STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "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].").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.1.	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.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 2: WRITING FROM NOTES Week 4 Page 31-38
		Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.3.	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).
ST ANDARD / ST RAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ST ANDARD / ST RAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity

GRADE LEVEL RL.4. EXPECTATION / KNOWLEDGE AND SKILL

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / VT.RF.4. Reading Standards: Foundational Skills STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "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].").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	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.
ST ANDARD / ST RAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.1.	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.

GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ST ANDARD / ST RAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ST ANDARD / ST RAND	VT.L.4.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).

Vermont Content Standards Language Arts

Grade 4 - Adopted: 2010 (CCSS)

		Orade 4 - Adopted. 2010 (0000)
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency

STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. GRADE LEVEL

EXPECTATION

STANDARD / STRAND VT.W.4. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.1.	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.

GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
ST ANDARD / ST RAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ST ANDARD / ST RAND	VT.L.4.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).

Vermont Content Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS)

ST ANDARD / ST RAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.3.	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).
ST ANDARD / ST RAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ST ANDARD / ST RAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ST ANDARD / ST RAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency

GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD /	VT W 4	Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "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].").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	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.
ST ANDARD / ST RAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.1.	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.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STANDARD / VT.SL.4. Speaking and Listening Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ST ANDARD / VT.SL.4. Speaking and Listening Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

ST ANDARD /		Language Standards
STRAND	VI.L.4.	

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE I EVEL	1 4 2(d)	Snell grade-appropriate words correctly, consulting references as needed

STANDARD / VT.L.4. Language Standards STRAND

STANDARD

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		Vermont Content Standards Language Art s Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.3.	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).
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
ST ANDARD / ST RAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ST ANDARD / ST RAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "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].").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	SL.4.1.	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.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL /		Comprehension and Collaboration

 GRADE LEVEL
 SL.4.2.
 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

 KNOWLEDGE
 AND SKILL

AND SKILL / ST ANDARD

STANDARD / VT.SL.4. Speaking and Listening Standards STRAND

STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

AND SKILL		
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70
		Vermont Content Standards
		Language Art s
		Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.3.	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).

STANDARD / VT.RL.4. Reading Standards for Literature STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

STANDARD / VT.RL.4. Reading Standards for Literature STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STANDARD / VT.RF.4. Reading Standards: Foundational Skills STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

GRADE LEVEL EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., ''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].'').

STANDARD / STRAND	VI.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.1.	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.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STANDARD / VT.W.4. Writing Standards

GRADE LEVEL SL.4.6. EXPECTATION / KNOWLEDGE AND SKILL

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STANDARD / STRAND VT.L.4. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE I EVEL	4 4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or obrase

GRADE LEVEL L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. EXPECTATION

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).

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

Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS)

ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4

GRADE LEVELRI.4.4.Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a graEXPECTATION /topic or subject area.

KNOWLEDGE AND SKILL

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ST ANDARD /	VT RE 4	Reading Standards: Foundational Skills

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VT.RF.4. Reading Standards: Foundational Skills

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL		Conventions of Standard English
KNOWLEDGE AND SKILL / ST ANDARD		
KNOWLEDGE AND SKILL /	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE	L.4.1.	
KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL		speaking.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION ST ANDARD /	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENTIAL KNOWLEDGE AND SKILL /	L.4.1(f)	speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION ST ANDARD / ST ANDARD / ST ANDARD ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE	L.4.1(f) VT.L.4.	speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96
		Vermont Content Standards
		Language Arts Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details

GRADE LEVEL RI.4.1. EXPECTATION / KNOWLEDGE AND SKILL Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

 GRADE LEVEL
 RI.4.2.
 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / STRAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL /		Fluency

STANDARD

GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.

GRADE LEVEL RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. EXPECTATION

STANDARD / VT.W.4. Writing Standards STRAND

STANDARD / VT.W.4. Writing Standards

STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).

Vermont Content Standards

Language Arts

Grade 4 - Adopted: 2010 (CCSS)

ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ST ANDARD / ST RAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECT ATION / KNOWLEDGE AND SKILL		
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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STANDARD / VT.W.4. Writing Standards STRAND
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ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.

GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80
		Vermont Content Standards
		Language Arts Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
ST AND ADD /		Pooding Standards for Informational Text

STANDARD / VT.RI.4. Reading Standards for Informational Text STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD /	VT.RF.4.	Reading Standards: Foundational Skills
STRAND		
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
ESSENTIAL KNOWLEDGE AND SKILL /	RF.4.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE		
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension.
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STANDARD /	RF.4.4(a) RF.4.4(c)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STANDARD / STANDARD / STRAND	RF.4.4(a) RF.4.4(c)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards

GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
KNOWLEDGE AND SKILL /	W.4.8.	Research to Build and Present 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.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD /		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.
KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILLST ANDARD / ST RANDESSENTIAL KNOWLEDGE AND SKILL /		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.
KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILLST ANDARD / ST RANDESSENTIAL KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECTATION / KNOWLEDGE	VT.W.4.	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. Writing Standards Research to Build and Present Knowledge

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards

ESSENTIAL	Knowledge of Language
KNOWLEDGE	
AND SKILL /	
STANDARD	

GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112
		Vermont Content Standards
		Language Art s
		Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STANDARD /	<u>\</u>
STRAND	

STANDARD

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD /	VT.RI.4.	Reading Standards for Informational Text
STRAND		

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL /		Range of Reading and Level of Text Complexity

GRADE LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
EXPECTATION /		texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
KNOWLEDGE		
AND SKILL		

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STANDARD /
STRAND
                VT.RF.4. Reading Standards: Foundational Skills
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ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / VT.W.4. Writing Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge

STANDARD	
GRADE LEVEL N EXPECTATION / KNOWLEDGE AND SKILL	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.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124
		Vermont Content Standards
		Language Arts Grade 4 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity

GRADE LEVELRI.4.10.By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.KNOWLEDGEAND SKILL

STANDARD / VT.RF.4. Reading Standards: Foundational Skills STRAND

STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration

GRADE LEVELSL.4.2.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.KNOWLEDGEAND SKILL

STANDARD / VT.L.4. Language Standards STRAND

STRAND

STRAND		
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STANDARD / STRAND	VT.L.4.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE LEVEL EXPECTATION	L.4.4(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.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130
		Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.3.	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).
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL /		Range of Reading and Level of Text Complexity
ST AND ARD		

STANDARD

STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
FREENTIAL		

ESSENTIAL Range of Reading and Level of Text Complexity KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. EXPECTATION / KNOWLEDGE AND SKILL

STANDARD / STRAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL /		Fluency

GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		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 LEVEL EXPECTATION / KNOWLEDGE AND SKILL		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "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 LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS)

STANDARD / STRAND

AND SKILL

VT.RL.4. Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.3.	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).
STANDARD / STRAND	VT.RL.4.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity

GRADE LEVEL	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text
EXPECTATION /		complexity band proficiently, with scaffolding as needed at the high end of the range.
KNOWLEDGE		
AND SKILL		

ST ANDARD / VT.RF.4. Reading Standards: Foundational Skills ST RAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVELW.4.3(a)Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an eventEXPECTATIONsequence that unfolds naturally.

GRADE LEVEL EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "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].").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / VT.SL.4. Speaking and Listening Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL L.4.3(a) Choose words and phrases to convey ideas precisely. EXPECTATION

GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150 Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.RI.4.	Vermont Content Standards Language Arts
	VT.RI.4.	Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS)
STRAND ESSENTIAL KNOWLEDGE AND SKILL /	VT.RI.4. RI.4.1.	Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS) Reading Standards for Informational Text
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS) Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
STRAND ESSENTIAL KNOWLEDGE AND SKILL / STANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / KNOWLEDGE	RI.4.1. RI.4.2.	Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS) Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ST ANDARD / ST RAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
		Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	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.
EXPECTATION / KNOWLEDGE		
EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE	VT.SL.4.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own
EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL GRADE LEVEL	VT.SL.4. SL.4.1.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD / ST RAND ESSENT IAL KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL GRADE LEVEL EXPECTATION / GRADE LEVEL	VT.SL.4. SL.4.1. SL.4.1(a)	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STANDARD / VT.SL.4. Speaking and Listening Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ST ANDARD / VT.SL.4. Speaking and Listening Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160
		Vermont Content Standards
		Language Art s Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STANDARD / STRAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ST ANDARD / ST RAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. EXPECTATION

STANDARD /
STRANDVT.W.4.Writing StandardsESSENTIAL
KNOWLEDGEE
AND SKILL /
STANDARDProduction and Distribution of WritingGRADE LEVEL
EXPECTATION /
KNOWLEDGEE
AND SKILLW.4.4.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.)

GRADE LEVEL EXPECTATION / KNOWLEDGE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
AND SKILL		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.1.	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.

GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use

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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

Vermont Content Standards Language Arts Grade 4 - Adopted: 2010 (CCSS)

ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.5.	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.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
ST ANDARD / ST RAND	VT.RI.4.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ST ANDARD / ST RAND	VT.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
KNOWLEDGE AND SKILL /	W.4.8.	Research to Build and Present 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.
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
KNOWLEDGE AND SKILL / ST ANDARD GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL ST ANDARD /		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.
KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILLST ANDARD / ST RANDESSENTIAL KNOWLEDGE AND SKILL /		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.
KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILLST ANDARD / ST RANDESSENTIAL KNOWLEDGE AND SKILL / ST ANDARDGRADE LEVEL EXPECTATION / KNOWLEDGE	VT.W.4.	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. Writing Standards Research to Build and Present Knowledge

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.1.	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.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.4.1(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.
GRADE LEVEL EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST ANDARD / ST RAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

KNOWLEDGE AND SKILL

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.4.	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.
GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 7: INVENTIVE WRITING Week 20 Page 171-176
		Vermont Content Standards Language Arts
		Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	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.
ST ANDARD / ST RAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 7: INVENTIVE WRITING Week 21 Page 177-180
		Vermont Content Standards
		Language Arts
		Grade 4 - Adopted: 2010 (CCSS)
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes

STANDARD	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188
		Vermont Content Standards
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		Grade 4 - Adopted: 2010 (CCSS)
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	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.
ST ANDARD / ST RAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST ANDARD / ST RAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD / VT.L.4. Language Standards STRAND

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).
		UNIT 7: INVENTIVE WRITING Week 23 Page 189-198
		Vermont Content Standards
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STANDARD /
STRANDVT.W.4.Writing StandardsESSENTIAL
KNOWLEDGE
AND SKILL /
STANDARDText Types and Purposes

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration

GRADE LEVELSL.4.2.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.KNOWLEDGEAND SKILL

STANDARD /	VT.L.4.	Language Standards
STRAND		

EXPECTATION

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT AT ION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL	L.4.3(b)	Choose punctuation for effect.

STANDARD / STRAND VT.L.4. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).

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ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
ST ANDARD / ST RAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	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.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, 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.
STANDARD / STRAND	VT.W.4.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / STRAND	VT.SL.4.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
GRADE LEVEL EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

AND SKILL

GRADE LEVEL EXPECTATION	L.4.2(a)	Use correct capitalization.
GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	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).