

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 / 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 / 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.

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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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.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 / STANDARD		Comprehension and Collaboration
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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
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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.
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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.
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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(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).
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **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.
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GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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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.
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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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GRADE LEVEL EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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.
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GRADE LEVEL EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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GRADE LEVEL EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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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).
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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.
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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
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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 / STANDARD		Key Ideas and Details
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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
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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 / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		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 / STRAND **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 / 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 / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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].").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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 / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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).
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GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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).
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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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 / STANDARD		Key Ideas and Details
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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.
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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.
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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).
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STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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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.
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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.
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GRADE LEVEL EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE LEVEL EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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].").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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 / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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).
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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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
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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 / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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).
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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.
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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).

**Vermont Content Standards
Language Arts
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.

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Fluency	
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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 / STANDARD		Production and Distribution of Writing
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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 / 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	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 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 / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

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

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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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.
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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.
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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).
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STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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 / STANDARD		Comprehension and Collaboration
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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	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 / 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 / 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
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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 Arts
Grade 4 - Adopted: 2010 (CCSS)

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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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).
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STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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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.
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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.
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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 / 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 / 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 **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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
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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.
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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 / STANDARD		Comprehension and Collaboration
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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
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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.
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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.
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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.
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GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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).
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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
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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)

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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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 / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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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 / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

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

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

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).

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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.4.2.	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
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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
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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
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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
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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**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
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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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.
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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").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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 / 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 / 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.

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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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.
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STANDARD / STRAND **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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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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 / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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).

**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
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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 / STANDARD		Craft and Structure
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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 / STANDARD		Integration of Knowledge and Ideas
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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
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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 / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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.4.2.	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.

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 / 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 / STANDARD		Range of Writing
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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
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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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).

STANDARD / STRAND VT.L.4. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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).
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GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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.
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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**Vermont Content Standards
Language Arts
Grade 4 - Adopted: 2010 (CCSS)**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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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.
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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).
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STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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.

STANDARD / STRAND VT.W.4. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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].").
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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").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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
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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.
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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
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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).

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.4.3.	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		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 / STRAND **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 / 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.
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GRADE LEVEL EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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].").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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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 / 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).
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

**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.
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STANDARD / STRAND	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 / STANDARD		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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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 / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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
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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
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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.
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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 / 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.4.6.	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 / 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 / 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 / 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
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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).

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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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.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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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 / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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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.
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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).
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GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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).
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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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.
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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.
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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.
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STANDARD / STRAND **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.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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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.
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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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.
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STANDARD / STRAND **VT.RF.4. Reading Standards: Foundational Skills**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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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 / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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").
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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
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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.
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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 / STANDARD		Comprehension and Collaboration
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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
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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 / 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 / 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 / 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.
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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
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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 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 / STANDARD		Production and Distribution of Writing
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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).
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GRADE LEVEL EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
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GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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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.

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.

STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

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

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

STANDARD / STRAND VT.L.4. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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)**

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.

STANDARD / STRAND VT.W.4. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

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

STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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).

STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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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 / 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 / STANDARD		Comprehension and Collaboration
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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.
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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).
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GRADE LEVEL EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
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GRADE LEVEL EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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GRADE LEVEL EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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**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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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.
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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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GRADE LEVEL EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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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.
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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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.
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STANDARD / STRAND **VT.L.4. Language Standards**

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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GRADE LEVEL EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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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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