

Main Criteria: Common Core State Standards
Secondary Criteria: California Content Standards, Pennsylvania Core and Academic Standards
Subject: Language Arts
Grade: 4

Correlation Options: Show All

Main Criteria Standards	California Content Standards	Pennsylvania Core and Academic Standards
Language Arts Grade 4		
STANDARD: CCSS.ELA-Literacy.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.	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.	CC.1.2.4.B. - Refer to details and examples in text to support what the text says explicitly and make inferences. CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text. CC.1.3.4.B. - Cite relevant details from text to support what the text says explicitly and make inferences. CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
STANDARD: CCSS.ELA-Literacy.RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2. - Determine a theme of a story, drama, or poem from details in the text; summarize the text. SL.4.2. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text. CC.1.5.4.B. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD: CCSS.ELA-Literacy.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).	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.	CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text.

	<p>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).</p> <p>W.4.9.a. - .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].”).</p>	<p>CC.1.3.4.C. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.E. - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>RL.4.4. - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.) CA</p>	
<p>STANDARD: CCSS.ELA-Literacy.RL.4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>RL.4.5. - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>RL.4.6. - Compare and contrast the point of view from which different stories are narrated,</p> <p>RL.4.9. - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	

<p>STANDARD: CCSS.ELA-Literacy.RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>RL.4.7. - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>CC.1.3.4.G. - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>
<p>STANDARD: CCSS.ELA-Literacy.RL.4.8 - (Not applicable to literature)</p>	<p>RL.4.8. - (Not applicable to literature)</p>	<p>- Intentionally Blank</p>
<p>STANDARD: CCSS.ELA-Literacy.RL.4.9 - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>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. RL.4.9. - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>CC.1.3.4.H. - Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>RF.4.4.a. - Read on-level text with purpose and understanding. RF.4.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 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. 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). W.4.9.a. - .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].”).</p>	<p>CC.1.1.4.E.1. - Read on-level text with purpose and understanding. CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text. CC.1.3.4.C. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. CC.1.3.4.E. - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text. CC.1.3.4.K. - Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p> <p>RI.4.2. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.8. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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”).</p>	<p>CC.1.2.4.A. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.C. - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.H. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>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.</p> <p>RI.4.2. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.8. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>SL.4.2. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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”).</p>	<p>CC.1.2.4.A. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.C. - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.H. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.5.4.B. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

<p>STANDARD: CCSS.ELA-Literacy.RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>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.</p> <p>RI.4.3. - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>CC.1.2.4.C. - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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).</p> <p>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. (See grade 4 Language standards 4-6 for additional expectations.) CA</p>	<p>CC.1.2.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p> <p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.</p>

		<p>CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p>	<p>CC.1.2.4.E. - Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p> <p>RI.4.9. - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p>	<p>CC.1.2.4.D. - Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.I. - Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.3.4.D. - Compare and contrast an event or topic told from two different points of view.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p>	

<p>STANDARD: CCSS.ELA-Literacy.RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>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.</p> <p>RI.4.2. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.8. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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”).</p>	<p>CC.1.2.4.A. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.C. - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.H. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>
<p>STANDARD: CCSS.ELA-Literacy.RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>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.</p> <p>RI.4.9. - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p>	<p>CC.1.2.4.D. - Compare and contrast an event or topic told from two different points of view.</p> <p>CC.1.2.4.I. - Integrate information from two texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.3.4.D. - Compare and contrast an event or topic told from two different points of view.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>RF.4.4.a. - Read on-level text with purpose and understanding.</p> <p>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.</p>	<p>CC.1.1.4.E.1. - Read on-level text with purpose and understanding.</p> <p>CC.1.2.4.C. - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p>

	RI.4.3. - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	CC.1.2.4.L. - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
EXPECTATION: CCSS.ELA-Literacy.RF.4.3a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	L.4.4.b. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). RF.4.3.a. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	CC.1.1.4.D.1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
EXPECTATION: CCSS.ELA-Literacy.RF.4.4a - Read on-level text with purpose and understanding.	RF.4.4.a. - Read on-level text with purpose and understanding. 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. 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.	CC.1.1.4.E.1. - Read on-level text with purpose and understanding. CC.1.2.4.L. - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.4.K. - Read and comprehend literary fiction on grade level, reading independently and proficiently.
EXPECTATION: CCSS.ELA-Literacy.RF.4.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF.4.4.b. - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 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.	CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text. CC.1.3.4.E. - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.

		<p>CC.1.4.4.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.RF.4.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>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.</p> <p>RF.4.4.c. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CC.1.1.4.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.1a - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p>	<p>W.4.1.a. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.b. - Provide reasons that are supported by facts and details.</p> <p>W.4.1.c. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>CC.1.4.4.G. - Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I. - Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.</p>

<p>EXPECTATION: CCSS.ELA-Literacy.W.4.1b - Provide reasons that are supported by facts and details.</p>	<p>W.4.1.a. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.b. - Provide reasons that are supported by facts and details.</p> <p>W.4.1.c. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>CC.1.4.4.G. - Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I. - Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.1c - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>W.4.1.a. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.b. - Provide reasons that are supported by facts and details.</p> <p>W.4.1.c. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>CC.1.4.4.G. - Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.H. - Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.4.I. - Provide reasons that are supported by facts and details.</p> <p>CC.1.4.4.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.1d - Provide a concluding statement or section related to the opinion presented.</p>	<p>W.4.1.d. - Provide a concluding statement or section related to the opinion presented.</p>	

<p>EXPECTATION: CCSS.ELA-Literacy.W.4.2a - 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.</p>	<p>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.</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p>	<p>CC.1.4.4.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.2b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>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.</p> <p>W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.4.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p>	<p>CC.1.4.4.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p>

<p>EXPECTATION: CCSS.ELA-Literacy.W.4.2c - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p>W.4.2.c. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>L.4.3.a. - Choose words and phrases to convey ideas precisely.</p> <p>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).</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.2e - Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W.4.2.e. - Provide a concluding statement or section related to the information or explanation presented.</p>	<p>CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds</p>	<p>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.</p>	<p>CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.</p>

<p>naturally.</p>	<p>W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p>	<p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.3b - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>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.</p> <p>W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p>	<p>CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.3c - Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>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.</p>	<p>CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.</p>

	<p>W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p>	<p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>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.</p> <p>W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p>	<p>CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p>

<p>EXPECTATION: CCSS.ELA-Literacy.W.4.3e - Provide a conclusion that follows from the narrated experiences or events.</p>	<p>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.</p> <p>W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events.</p>	<p>CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.)</p>	<p>W.4.1.a. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.b. - Provide reasons that are supported by facts and details.</p> <p>W.4.1.c. - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>CC.1.4.4.A. - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.4.B. - Identify and introduce the topic clearly.</p> <p>CC.1.4.4.C. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p>

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.

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.

W.4.2.b. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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.

W.4.3.b. - Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.c. - Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.d. - Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.e. - Provide a conclusion that follows from the narrated experiences or events.

CC.1.4.4.D. - Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.4.G. - Write opinion pieces on topics or texts.

CC.1.4.4.H. - Introduce the topic and state an opinion on the topic.

CC.1.4.4.I. - Provide reasons that are supported by facts and details.

CC.1.4.4.J. - Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

CC.1.4.4.M. - Write narratives to develop real or imagined experiences or events.

CC.1.4.4.N. - Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.4.O. - Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

	<p>W.4.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p>	<p>CC.1.4.4.P. - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.</p> <p>CC.1.4.4.X. - 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.</p>
<p>STANDARD: CCSS.ELA-Literacy.W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)</p>	<p>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.</p> <p>W.4.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p>	<p>CC.1.4.4.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.X. - 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.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p>	<p>CC.1.4.4.U. - With some guidance and support, 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.</p>

<p>STANDARD: CCSS.ELA-Literacy.W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>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.</p> <p>W.4.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA</p>	<p>CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p>CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W. - 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.</p> <p>CC.1.4.4.X. - 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.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p> <p>W.4.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p>	<p>CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W. - 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.</p>

	<p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA</p>	<p>CC.1.4.4.X. - 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.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.9a - 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].").</p>	<p>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.</p> <p>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).</p> <p>W.4.9.a. - .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].").</p>	<p>CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.C. - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.E. - Explain major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p> <p>CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.W.4.9b - Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a</p>	<p>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.</p>	<p>CC.1.2.4.A. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>

<p>text").</p>	<p>RI.4.2. - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.8. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>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").</p>	<p>CC.1.2.4.C. - Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.H. - Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CC.1.4.4.S. - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>
<p>STANDARD: CCSS.ELA-Literacy.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.</p>	<p>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.</p> <p>W.4.4. - Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA</p> <p>W.4.5. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p>W.4.7. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>CC.1.4.4.T. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.4.4.V. - Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CC.1.4.4.W. - 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.</p> <p>CC.1.4.4.X. - 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.</p>

	<p>W.4.8. - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.SL.4.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>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).</p> <p>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.</p> <p>SL.4.1.b. - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>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. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	<p>CC.1.5.4.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.SL.4.1b - Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>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).</p>	<p>CC.1.5.4.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p>

	<p>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.</p> <p>SL.4.1.b. - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>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. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.SL.4.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>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).</p> <p>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.</p> <p>SL.4.1.b. - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p>	<p>CC.1.5.4.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p>

	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. (See grade 4 Language standards 1 and 3 for specific expectations.)	
EXPECTATION: CCSS.ELA-Literacy.SL.4.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SL.4.1.d. - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
STANDARD: CCSS.ELA-Literacy.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	RI.4.2. - Determine the main idea of a text and explain how it is supported by key details; summarize the text. RL.4.2. - Determine a theme of a story, drama, or poem from details in the text; summarize the text. SL.4.2. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	CC.1.2.4.A. - Determine the main idea of a text and explain how it is supported by key details; summarize the text. CC.1.3.4.A. - Determine a theme of a text from details in the text; summarize the text. CC.1.5.4.B. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD: CCSS.ELA-Literacy.SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.	SL.4.3. - Identify the reasons and evidence a speaker or media source provides to support particular points. CA	CC.1.5.4.C. - Identify the reasons and evidence a speaker provides to support particular points.
STANDARD: CCSS.ELA-Literacy.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	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).	CC.1.4.4.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

<p>clearly at an understandable pace.</p>	<p>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. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	<p>CC.1.4.4.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.5.4.D. - 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 with adequate volume, appropriate pacing, and clear pronunciation.</p>
<p>STANDARD: CCSS.ELA-Literacy.SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SL.4.5. - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>CC.1.5.4.F. - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>STANDARD: CCSS.ELA-Literacy.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. (See grade 4 Language standards 1 on page 28 for specific expectations.)</p>	<p>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).</p> <p>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.</p>	<p>CC.1.5.4.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.4.D. - 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 with adequate volume, appropriate pacing, and clear pronunciation.</p>

	<p>SL.4.1.b. - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>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. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	<p>CC.1.5.4.E. - Differentiate between contexts that require formal English versus informal situations.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.4.1a - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>	<p>L.4.1.a. - Use interrogative, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CA</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.4.1b - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	<p>L.4.1.b. - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.4.1c - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>	<p>L.4.1.c. - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.4.1d - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<p>L.4.1.d. - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	
<p>EXPECTATION: CCSS.ELA-Literacy.L.4.1e - Form and use prepositional phrases.</p>	<p>L.4.1.e. - Form and use prepositional phrases.</p>	

EXPECTATION: CCSS.ELA-Literacy.L.4.1f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	L.4.1.f. - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
EXPECTATION: CCSS.ELA-Literacy.L.4.1g - Correctly use frequently confused words (e.g., to, too, two; there, their).	L.4.1.g. - Correctly use frequently confused words (e.g., to, too, two; there, their).	CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
EXPECTATION: CCSS.ELA-Literacy.L.4.2a - Use correct capitalization.	L.4.2.a. - Use correct capitalization.	
EXPECTATION: CCSS.ELA-Literacy.L.4.2b - Use commas and quotation marks to mark direct speech and quotations from a text.	L.4.2.b. - Use commas and quotation marks to mark direct speech and quotations from a text.	
EXPECTATION: CCSS.ELA-Literacy.L.4.2c - Use a comma before a coordinating conjunction in a compound sentence.	L.4.2.c. - Use a comma before a coordinating conjunction in a compound sentence.	
EXPECTATION: CCSS.ELA-Literacy.L.4.2d - Spell grade-appropriate words correctly, consulting references as needed.	L.4.2.d. - Spell grade-appropriate words correctly, consulting references as needed.	
EXPECTATION: CCSS.ELA-Literacy.L.4.3a - Choose words and phrases to convey ideas precisely.	L.4.3.a. - Choose words and phrases to convey ideas precisely.	CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

	<p>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).</p> <p>W.4.2.d. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.4.3b - Choose punctuation for effect.</p>	<p>L.4.3.b. - Choose punctuation for effect.</p>	<p>CC.1.4.4.F. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.L. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.4.R. - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.4.3c - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>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).</p>	<p>CC.1.5.4.A. - Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p>

	<p>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.</p> <p>SL.4.1.b. - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>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. (See grade 4 Language standards 1 and 3 for specific expectations.)</p>	<p>CC.1.5.4.D. - 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 with adequate volume, appropriate pacing, and clear pronunciation.</p> <p>CC.1.5.4.E. - Differentiate between contexts that require formal English versus informal situations.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.4.4a - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>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.</p> <p>RF.4.4.c. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>CC.1.1.4.E.3. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>EXPECTATION: CCSS.ELA-Literacy.L.4.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph,</p>	<p>L.4.4.b. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>CC.1.1.4.D.1. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p>

autograph).	RF.4.3.a. - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
EXPECTATION: CCSS.ELA-Literacy.L.4.4c - 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.	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 and to identify alternate word choices in all content areas. CA	
EXPECTATION: CCSS.ELA-Literacy.L.4.5a - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	L.4.5.a. - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	
EXPECTATION: CCSS.ELA-Literacy.L.4.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.	L.4.5.b. - Recognize and explain the meaning of common idioms, adages, and proverbs.	
EXPECTATION: CCSS.ELA-Literacy.L.4.5c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	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: CCSS.ELA-Literacy.L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise	L.4.3.a. - Choose words and phrases to convey ideas precisely.	CC.1.2.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

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).

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).

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. (See grade 4 Language standards 4-6 for additional expectations.) CA

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

CC.1.2.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC.1.2.4.K. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.4.F. - Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

CC.1.3.4.I. - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.4.J. - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC.1.4.4.E. - Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.K. - Choose words and phrases to convey ideas precisely.

CC.1.4.4.Q. - Choose words and phrases to convey ideas precisely.