

# Grade 4 Social Studies

## Scope and Sequence

### Trimester 1

#### Unit 1.1: People Are Interconnected, 6 days

##### Grade-Span Expectations for Social Studies

**C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.**

(3-4) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...

- a. explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, global warming)
- b. locating where different nations are in the world in relation to the United States (e.g., related to current events, literature, trade books)

(3-4) – 2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...

- a. exploring current issues using a variety of print and non-print sources (e.g., *Where does our food come from and what happens if there is a drought?*)

**G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.**

(3-4) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...

- b. generating a possible solution for a community environmental problem (e.g., if there is a lot of litter, create an action plan to clean it up).

**HP 1: History is an account of human activities that is interpretive in nature.**

(3-4) – 1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

- a. describing the difference between primary and secondary sources and interpreting information from each (e.g., asking and answering questions, making predictions)
- c. organizing information obtained to answer historical questions

**HP 5: Human societies and cultures develop and change in response to human needs and wants.**

(3-4) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

- a. comparing how people with different perspectives view events in different ways.

## Common Core State Standards for English Language Arts

### *Reading Standards*

#### **Key Ideas and Details**

- 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.
- 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.

#### **Integration of Knowledge and Ideas**

- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

### *Writing Standards*

#### **Text Types and Purposes**

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
  - Provide reasons that are supported by facts and details.
  - Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
  - Provide a concluding statement or section related to the opinion presented.

#### **Production and Distribution of Writing**

- 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.)
- 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 pages 28 and 29.)
- 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.

#### **Research to Build and Present Knowledge**

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

**Range of Writing**

- 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.

**Unit 1.2: Rights and Responsibilities, 10 days****Grade-Span Expectations for Social Studies****C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

- (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- c. exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal (e.g., problem solving, task completion, etc.) and self-monitoring effectiveness in a group

**C&G 3: In a democratic society, all people have certain rights and responsibilities.**

- (3-4) –1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- b. using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity)
- (3-4) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- a. demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn)
  - b. working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal)

**C&G 4: People engage in political processes in a variety of ways.**

- (3-4) –2 Students demonstrate their participation in political processes by...
- a. engaging in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form
- (3-4) –3 Students participate in a civil society by...
- b. explaining how individuals can take responsibility for their actions and how their actions impact the community

## Common Core State Standards for English Language Arts

### *Reading standards*

#### **Key Ideas and Details**

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

#### **Craft and Structure**

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topics or subject area*.

### *Writing standards*

#### **Production and Distribution of Writing**

- 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.)
- 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 pages 28 and 29.)
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#### **Research to Build and Present Knowledge**

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

#### **Range of Writing**

- 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.

## Unit 1.3: Understanding Our Government, 15 days

### **Grade-Span Expectations for Social Studies**

#### **C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.**

- (3-4)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- b. recognizing, describing, and demonstrating the characteristics of leadership and fair decision making, and explaining how they affect others.

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**C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

- (3-4) –1 Students demonstrate an understanding of United States government (local, state, national) by...
- a. identifying the levels (~~local, state~~, national) and three branches of government, as defined by the *U.S. Constitution*, and the roles and purposes of each (e.g., checks and balances)
- (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- b. using a variety of sources (e.g., *Bill of Rights*, *Declaration of Independence*, trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, *E Pluribus Unum* represents national unity, *This Land is Your Land* represents respect for diversity)

**C&G 3: In a democratic society, all people have certain rights and responsibilities.**

- (3-4) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- c. explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities

**C&G 4: People engage in political processes in a variety of ways.**

- (3-4) –1 Students demonstrate an understanding of political systems and political processes by...
- a. identifying forms and levels (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation and how it affects the common good (~~local, state~~, national, world)

**E 3: Individuals, institutions, and governments have roles in economic systems.**

- (3-4)–2 Students demonstrate an understanding of the role of government in a global economy by...
- a. identifying how government redistributes tax income for public benefit through taxes (e.g., paying for work force training through schools).

**Common Core State Standards for English Language Arts or Literacy**

***Reading Standards***

**Craft and Structure**

- 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.

**Integration of Knowledge and Ideas**

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

**Writing Standards****Text Types and Purposes**

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
  - Provide reasons that are supported by facts and details.
  - Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
  - Provide a concluding statement or section related to the opinion presented.

**ELA Standards That Recur****Production and Distribution of Writing**

- 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.)
- 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 pages 28 and 29.)
- 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.

**Research to Build and Present Knowledge**

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

**Range of Writing**

- 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.

## Trimester 2

### Unit 2.1: Exploring Regions, 15 days

#### Grade-Span Expectations for Social Studies

**G 2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions.**

- (3-4) –1 Students understand the physical and human characteristics of places by...
- a. explaining ways in which geographical features determine how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).
  - b. explaining how natural/physical features and human-made features makes a place unique.
- (3-4) –2 Students distinguish between regions and places by...
- a. defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).
  - b. explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).
- (3-4) –3 Students understand different perspectives that individuals/groups have by...
- a. contrasting how people in different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted).
- (3-4) –4 Students understand how geography contributes to how regions are defined / identified by...
- a. describing how physical geography defines boundaries of regions.

#### Common Core State Standards for English Language Arts

##### *Reading Standards*

##### **Integration of Knowledge and Ideas**

- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

##### **Range of Reading and Level of Text Complexity**

- 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.

**Writing Standards****Text Types and Purposes**

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.

**Research to Build and Present Knowledge**

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.

**ELA Standards that Recur****Production and Distribution of Writing**

- 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.)
- 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 pages 28 and 29.)
- 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.

**Research to Build and Present Knowledge**

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

**Range of Writing**

- 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.

**Unit 2.2: People in Their Environment, 15 days****Grade-Span Expectations for Social Studies****C&G 4: People engage in political processes in a variety of ways.**

- (3-4) – 3 Students participate in a civil society by...
- identifying problems, planning and implementing solutions, and evaluating the outcomes in the classroom, school, community, state, nation, or world (e.g., problem of global warming/solutions-recycling, energy conservation).

**HP 5: Human societies and cultures develop and change in response to human needs and wants.**

- (3-4) – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- comparing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).
- (3-4) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- comparing how members within cultures interact with each other and their environment.
  - identifying how a culture has changed over time.

**G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.**

- (3-4) – 1 Students understand why people do/do not migrate by...
- comparing reasons why people have moved.
- (3-4) – 2 Students understand the interrelationships of geography with resources by...
- comparing products produced locally and far away (e.g., apples from Scituate, oranges from Florida).
- (3-4) – 3 Students understand how geography influences human settlement, cooperation or conflict by...
- describing how features of a place influence human decision making (e.g., activities, settlement, employment).
  - describing how features of a place affect human cooperation or conflict.

**G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.**

- (3-4) – 1 Students explain how humans depend on their environment by...
- identifying how needs can be met by the environment (e.g., we grow food to eat.).

- (3-4) – 2 Students explain how humans react or adapt to an ever-changing physical environment by...
- a. identifying ways in which the physical environment is stressed by human activity using examples from the local community (e.g., pollution in the Narragansett Bay means people cannot fish for food).

## **Common Core State Standards for English Language Arts**

### ***Reading Standards***

#### **Key Ideas and Details**

- 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.

#### **Integration of Knowledge and Ideas**

- 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.

#### **Range of Reading and Level of Text Complexity**

- 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.

### ***Writing Standards***

#### **Text Types and Purposes**

- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words and phrases to manage the sequence of events.
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - e. Provide a conclusion that follows from the narrated experiences or events.

#### **Research to Build and Present Knowledge**

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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].”).

***ELA Standards that Recur*****Production and Distribution of Writing**

- 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.)
- 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 pages 28 and 29.)
- 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.

**Research to Build and Present Knowledge**

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

**Range of Writing**

- 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.

**Trimester 3****Unit 3.1: Rhode Island History, 15 days****Grade-Span Expectations for Social Studies****HP 1: History is an account of human activities that is interpretive in nature.**

- (3-4)–2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- a. describing and organizing a sequence of significant events in Rhode Island history (e.g., interpreting and analyzing data in timelines)
- b. explaining and inferring how a sequence of events affected people of Rhode Island (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)

**HP 2: History is a chronicle of human activities, diverse people, and the societies they form.**

- (3-4)–1 Students connect the past with the present by...
- a. investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features.

- (3-4) – 2 Students chronicle events and conditions by...
- a. describing, defining, and illustrating by example Rhode Island historical individuals, groups and events (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after)

**HP 3: The study of history helps us understand the present and shape the future.**

- (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future.

**HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.**

- (3-4) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- a. identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).
  - b. identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).
- (3-4) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations.

**Common Core State Standards for English Language Arts**

*Reading Standards*

**Craft and Structure**

- 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.

**Integration of Knowledge and Ideas**

- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

**Range of Reading and Level of Text Complexity**

- 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.

**Writing Standards****Text Types and Purposes**

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.

**ELA Standards that Recur****Production and Distribution of Writing**

- 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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**Research to Build and Present Knowledge**

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

**Range of Writing**

- 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.

## Unit 3.2: Shaping Rhode Island, 15 days

### Grade-Span Expectations for Social Studies

#### HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (3-4) -3 Students show understanding of change over time by...
- a. interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present (e.g., transportation or communication in the community, RI, U.S.)

#### HP 3: The study of history helps us understand the present and shape the future.

- (3-4) -1 Students demonstrate an understanding of how the past frames the present by...
- a. recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island

#### HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (3-4) -2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- b. identifying how expansion has influenced interactions between people.

#### E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (3-4) -1 Students demonstrate an understanding of basic economic concepts-by...
- b. identifying the types of resources available and the corresponding goods and services produced in ~~real-world~~ and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's industrial products were primary).

### Common Core State Standards for English Language Arts

#### *Reading Standards*

##### **Craft and Structure**

- 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.

##### **Integration of Knowledge and Ideas**

- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing Standards****Text Types and Purposes**

- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.

**ELA Standards that Recur****Production and Distribution of Writing**

- 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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**Research to Build and Present Knowledge**

- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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”).

**Range of Writing**

- 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.

