Main Criteria: Discoveries in Writing

Secondary Criteria: Maine Learning Results

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.6:**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.4.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.

EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		**Craft and Structure**
STANDARD	R.7:	**Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		**Integration of Knowledge and Ideas**
STANDARD	R.10:	**Evaluate the argument and specific claims in various texts.**
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		**Fluency**
STANDARD	R.12:	**Read with sufficient accuracy and fluency to support comprehension**
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Lesson 02: Unit 2 Writing from Notes, p. 19-26

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.1:	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	L.2:	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	L.3:	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
EXPECTATION	L.3.4.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**

STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	**W.3:**	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 03: Unit 2 Writing from Notes, p. 27-34

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.4.a.	Use correct capitalization.

EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.

GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.

GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.

EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		**WRITING**
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		**WRITING**
CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	**W.3:**	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.

EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	**W.3:**	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.4.	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).
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.4.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.3:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**

STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.4.a.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	L.3:	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
EXPECTATION	L.3.4.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	L.4:	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	L.4.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.

EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.6:	**Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

EXPECTATION	R.6.4.a.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	**Read with sufficient accuracy and fluency to support comprehension**

EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.

EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**

STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	L.5.4.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.

EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	**L.3:**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
EXPECTATION	**L.3.4.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.5:**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.**
EXPECTATION	**L.5.4.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
GRADE EXPECTATION	L.5.4.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**

STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	W.2:	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	W.3:	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.4.a.	Use correct capitalization.

EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.

GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.

GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.

EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	L.5.4.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**

EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.4:**	**Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**

EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.5:**	**Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**

EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.

EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**Craft and Structure**
STANDARD	**R.7:**	**Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**Integration of Knowledge and Ideas**
STANDARD	**R.10:**	**Evaluate the argument and specific claims in various texts.**

EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.

EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.

EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.

EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.

EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	L.5.4.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.4.	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).
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.4.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.
STRAND / DOMAIN		**READING**
CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.4:**	**Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		**READING**
CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.

EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	W.2:	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	W.3:	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

> Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	L.5.4.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.

EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		**Guiding Principles**
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	L.5.4.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.4.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.4:**	**Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		**READING**

CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.

EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	W.2:	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	W.3:	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**

EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 14: Unit 5 Writing from Pictures, p. 113-118

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.4.	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).
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.4.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.3:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**

STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.

EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	SL.2:	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	SL.3:	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	SL.4:	**Adapt speech to a variety of contexts, audiences, and communicative tasks.**
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.

GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.

GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		**LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.6:**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.4.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**

GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		**SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration

STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas

STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.4.c.	Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.

Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.4.c.	Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	**W.3:**	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	**L.3:**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
EXPECTATION	**L.3.4.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.4:**	**Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.**
EXPECTATION	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		**LANGUAGE**
CATEGORY / PERFORMANCE INDICATOR		**Vocabulary Acquisition and Use**
STANDARD	**L.6:**	**Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.4.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.3:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.4:**	**Adapt speech to a variety of contexts, audiences, and communicative tasks.**
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).

STRAND / DOMAIN		**READING**
CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.4:**	**Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.**
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		**READING**
CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.4.c.	Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.

Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.

EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
CATEGORY / PERFORMANCE INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration

STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Adapt speech to a variety of contexts, audiences, and communicative tasks.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.4.c.	Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language

STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 24: Unit 7 Inventive Writing, p. 191-196

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.3:**	**Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.**
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Presentation of Knowledge and Ideas**
STANDARD	**SL.4:**	**Adapt speech to a variety of contexts, audiences, and communicative tasks.**
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).

STRAND / DOMAIN		**READING**
CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.5:**	**Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.

STRAND / DOMAIN		**WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Lesson 25: Unit 7 Inventive Writing, p. 197-202

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.

EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	L.5.4.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use

STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

Lesson 26: Unit 7 Inventive Writing, p. 203-210

Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.4.c.	Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

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Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.2:**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		**Knowledge of Language**
STANDARD	**L.3:**	**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**
EXPECTATION	**L.3.4.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	L.5.4.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		READING

CATEGORY / PERFORMANCE INDICATOR		**Key Ideas and Details**
STANDARD	**R.5:**	**Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.**

EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		**Conventions of Standard English**
STANDARD	**L.1:**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.1:**	**Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.**
EXPECTATION	**SL.1.4.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Inquiry to Build and Present Knowledge**
STANDARD	**W.1:**	**Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.**
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**

EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.

EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.

EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.

EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.

EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.

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Maine Learning Results

Language Arts

Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

EXPECTATION	L.1.4.e.	Form and use prepositional phrases.

EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		**SPEAKING AND LISTENING**
CATEGORY / PERFORMANCE INDICATOR		**Comprehension and Collaboration**
STANDARD	**SL.2:**	**Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.**
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		**WRITING**
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	**W.2:**	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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Maine Learning Results

Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN		**Guiding Principles**
CATEGORY / PERFORMANCE INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANCE INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANCE INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.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).

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use

STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	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).

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2:	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
EXPECTATION	SL.2.4.a.	Paraphrase portions of a text read aloud or information presented in diverse media and formats.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Process and Production**
STANDARD	W.2:	**Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.**
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANCE INDICATOR		**Composing for Audience and Purpose**
STANDARD	W.3:	**Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.**
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.c.	Use developmentally appropriate linking words and phrases with increasing complexity.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.