

Main Criteria: Discoveries in Writing

Secondary Criteria: Michigan Academic Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF .4.	Reading Standards: Foundational Skills

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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**STRAND /
STANDARD
CATEGORY** MI.CC.L.4 **Language Standards**

STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** MI.CC.RI. **Reading Standards for Informational Text**
4.

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

**STRAND /
STANDARD
CATEGORY** MI.CC.RI. **Reading Standards for Informational Text**
4.

STANDARD	Craft and Structure	
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**STRAND /
STANDARD
CATEGORY** MI.CC.RI. **Reading Standards for Informational Text**
4.

STANDARD	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**STRAND /
STANDARD
CATEGORY** MI.CC.RI. **Reading Standards for Informational Text**
4.

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

STRAND / STANDARD CATEGORY **MI.CC.RF .4.** **Reading Standards: Foundational Skills**

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.W. 4. Writing Standards**

STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY **MI.CC.SL. 4. Speaking and Listening Standards**

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

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

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 4. Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 4. Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.L.4. Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.4 Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.4 Language Standards

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

EXPECTATION L.4.3(b) Choose punctuation for effect.

EXPECTATION L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.4 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

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 /
STANDARD
CATEGORY**

MI.CC.L.4 Language Standards

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL
EXPECTATION L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD	Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD	Craft and Structure	
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD	Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF .4.	Reading Standards: Foundational Skills
STANDARD	Fluency	
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

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

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. 4. Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.SL. 4. Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.
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 / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Michigan Academic Standards		
Language Arts		
Grade 4 - Adopted: 2010		
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text

STANDARD	Integration of Knowledge and Ideas	
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD	Range of Reading and Level of Text Complexity	
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GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / STANDARD CATEGORY	MI.CC.RF .4.	Reading Standards: Foundational Skills
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STANDARD	Fluency	
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GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD	Text Types and Purposes	
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD	Production and Distribution of Writing	
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GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 4.
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STANDARD	Presentation of Knowledge and Ideas	
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD	Conventions of Standard English	
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GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD	Conventions of Standard English	
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.4.2(a)	Use correct capitalization.
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EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD	Knowledge of Language	
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GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD	Vocabulary Acquisition and Use	
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GRADE LEVEL 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.
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EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
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STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Michigan Academic Standards

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Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / STANDARD CATEGORY	MI.CC.RF .4.	Reading Standards: Foundational Skills
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

STANDARD	Fluency	
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Text Types and Purposes	

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

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. 4. Speaking and Listening Standards**

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4. Speaking and Listening Standards	

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

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
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EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Range of Writing	
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.

EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .4. Reading Standards for Literature
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STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

STRAND / STANDARD CATEGORY	MI.CC.RL .4. Reading Standards for Literature
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STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / STANDARD CATEGORY	MI.CC.RF .4.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

STRAND / STANDARD CATEGORY	MI.CC.W. 4. Writing Standards
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STANDARD	Range of Writing
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GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4. Speaking and Listening Standards
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STANDARD	Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4. Speaking and Listening Standards
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STANDARD	Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4. Speaking and Listening Standards
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STANDARD	Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STRAND / STANDARD CATEGORY	MI.CC.L.4. Language Standards
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STANDARD	Knowledge of Language
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GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4. Writing Standards
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STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
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EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4. Writing Standards
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STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		
Comprehension and Collaboration		
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		
Presentation of Knowledge and Ideas		
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		
Conventions of Standard English		
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

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

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.
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 /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

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

STRAND / STANDARD CATEGORY	MI.CC.RF .4.	Reading Standards: Foundational Skills
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STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards

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

STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

EXPECTATION L.4.3(b) Choose punctuation for effect.

EXPECTATION L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

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.

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 / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION L.4.5(c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD	Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD	Craft and Structure	
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

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

STRAND / STANDARD CATEGORY **MI.CC.RF .4.** **Reading Standards: Foundational Skills**

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

EXPECTATION L.4.3(b) Choose punctuation for effect.

EXPECTATION L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

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.

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 /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD	Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 4. Reading Standards for Informational Text
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STANDARD	Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STRAND / STANDARD CATEGORY	MI.CC.RI. 4. Reading Standards for Informational Text
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STANDARD	Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4. Reading Standards for Informational Text

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

STANDARD	Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF .4.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.4.2(a)	Use correct capitalization.
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EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 4. Reading Standards for Informational Text	
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STRAND / STANDARD CATEGORY	MI.CC.RI. 4. Reading Standards for Informational Text	
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD	Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF. 4.	Reading Standards: Foundational Skills
STANDARD	Fluency	
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / STANDARD CATEGORY	MI.CC.SL Speaking and Listening Standards 4.	
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STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
	.	

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.

EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.RI. 4. **Reading Standards for Informational Text**

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

STRAND / STANDARD CATEGORY MI.CC.RI. 4. **Reading Standards for Informational Text**

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD	Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF .4.	Reading Standards: Foundational Skills
STANDARD	Fluency	
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Production and Distribution of Writing	

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 4.	
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 4.	
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.

EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.
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.
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 / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
Lesson 14: Unit 5 Writing from Pictures, p. 113-118		
Michigan Academic Standards		
Language Arts		
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STRAND / STANDARD CATEGORY	MI.CC.W. 4. Writing Standards	
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

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

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY MI.CC.SL. 4. **Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

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

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

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Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY	MI.CC.W. 4. Writing Standards	
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD	Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4. Writing Standards	
STANDARD	Range of Writing	
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4. Speaking and Listening Standards	
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4. Speaking and Listening Standards	
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.4 Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.4 Language Standards

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

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.4 Language Standards

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**STRAND /
STANDARD
CATEGORY**

MI.CC.L.4 Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 16: Unit 5 Writing from Pictures, p. 125-128

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Language Arts

STRAND / STANDARD CATEGORY	MI.CC.SL. 4. Speaking and Listening Standards
STANDARD	Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4. Speaking and Listening Standards
STANDARD	Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
STANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Range of Writing	
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.4.2(a)	Use correct capitalization.
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EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD	Knowledge of Language	
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD	Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Production and Distribution of Writing	

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY	MI.CC.SL Speaking and Listening Standards 4.	
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD	Knowledge of Language	
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD	Vocabulary Acquisition and Use	

GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

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

STRAND / STANDARD CATEGORY	MI.CC.RF .4.	Reading Standards: Foundational Skills
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STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
Production and Distribution of Writing		
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
Research to Build and Present Knowledge		
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
Research to Build and Present Knowledge		
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		
Comprehension and Collaboration		
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards

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

STRAND / STANDARD CATEGORY	MI.CC.SL. 4. Speaking and Listening Standards
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STANDARD	Presentation of Knowledge and Ideas	
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GRADE LEVEL EXPECTATION SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE LEVEL EXPECTATION SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD	Knowledge of Language	
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GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD	Vocabulary Acquisition and Use	
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GRADE LEVEL 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.
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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 / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD	Vocabulary Acquisition and Use	
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI.	Reading Standards for Informational Text
	4.	
STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
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STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STRAND / STANDARD CATEGORY	MI.CC.RF. 4.	Reading Standards: Foundational Skills
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STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STANDARD	Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. 4. Speaking and Listening Standards**

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY MI.CC.W. 4. **Writing Standards**

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY MI.CC.W. 4. **Writing Standards**

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY MI.CC.SL. 4. **Speaking and Listening Standards**

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY MI.CC.SL. 4. **Speaking and Listening Standards**

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

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Michigan Academic Standards**Language Arts****Grade 4 - Adopted: 2010**

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		
		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY		
		Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY		
		Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY		
		Writing Standards
STANDARD		Range of Writing

GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

| 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 / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

| EXPECTATION | L.4.5(c) | Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |

STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Michigan Academic Standards

Language Arts

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD	Range of Writing	
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.4.2(a)	Use correct capitalization.
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EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
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STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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Range of Writing		
STANDARD	GRADE LEVEL EXPECTATION	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English

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

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
STANDARD	Knowledge of Language

GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
STANDARD	Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
STANDARD	Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4. Writing Standards
STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

STANDARD	Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

STANDARD	Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / STANDARD CATEGORY **MI.CC.W. 4.** **Writing Standards**

STANDARD	Range of Writing	
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 4.	
STANDARD	Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 4.	
STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

**STRAND /
STANDARD
CATEGORY** **MI.CC.L.4 Language Standards**

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Grade 4 - Adopted: 2010

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
4. Writing Standards**

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**STRAND /
STANDARD
CATEGORY** **MI.CC.W.
4. Writing Standards**

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
STANDARD
CATEGORY** **MI.CC.SL.
4. Speaking and Listening Standards**

STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND / STANDARD CATEGORY **MI.CC.SL. 4. Speaking and Listening Standards**

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

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

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
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STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
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STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.4.2(a)	Use correct capitalization.
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EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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STRAND / STANDARD CATEGORY MI.CC.L.4 **Language Standards**

STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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