

## Main Criteria: Discoveries in Writing

## Secondary Criteria: Mississippi College & Career Readiness Standards

## Subject: Language Arts

Grade: 4

## Discoveries in Writing

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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

THEME	Reading Informational Text	
SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Theme	Reading Informational Text	
Subject	Craft and Structure	
Standard	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.

THEME	Reading Informational Text	
SUBJECT	Integration of Knowledge and Ideas	
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

Theme	Reading Informational Text	
Subject	Range of Reading and Level of Text Complexity	
Standard	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.

Theme	Reading Foundational Skills	
Subject	Fluency	
Standard	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
Objective	RF.4.4a.	Read grade-level text with purpose and understanding.

OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
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STANDARD	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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**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
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**THEME** **Speaking and Listening**

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

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
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STANDARD	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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**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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**STANDARD** SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

Theme	Language	
Subject		Conventions of Standard English
Standard	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

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

Theme	Language	
Subject		Conventions of Standard English
Standard	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**OBJECTIVE** L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

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

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

Theme	Language	
Subject	Vocabulary Acquisition and Use	
Standard	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.

OBJECTIVE L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Theme	Language	
Subject		Vocabulary Acquisition and Use
Standard	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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

## THEME Reading Informational Text

Key Ideas and Details		
STANDARD	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.
STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>THEME</b>	<b>Reading Informational Text</b>	
Craft and Structure		
STANDARD	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.
<b>THEME</b>	<b>Reading Informational Text</b>	
Integration of Knowledge and Ideas		
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>THEME</b>	<b>Reading Informational Text</b>	
Range of Reading and Level of Text Complexity		
STANDARD	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.
<b>THEME</b>	<b>Reading Foundational Skills</b>	
Fluency		
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>THEME</b>	<b>Writing</b>	
Text Types and Purposes		
STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
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**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	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.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	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.

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

SUBJECT		Comprehension and Collaboration
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STANDARD	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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**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</b>	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

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

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	L.4.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.</b>
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OBJECTIVE	L.4.4a.	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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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	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 03: Unit 2 Writing from Notes, p. 27-34

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

## THEME Reading Informational Text

Subject		Key Ideas and Details
STANDARD	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.
STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

## THEME Reading Informational Text

Subject		Craft and Structure
Standard	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.

THEME Reading Informational Text

<b>Integration of Knowledge and Ideas</b>		
<b>STANDARD</b>	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

THEME Reading Informational Text

Subject		Range of Reading and Level of Text Complexity
Standard	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.

## THEME Reading Foundational Skills

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as

## THEME Writing

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

#### THEME Writing

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

#### THEME Writing

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).

#### THEME Writing

<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	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.

#### THEME Speaking and Listening

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
STANDARD	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.
OBJECTIVE	SL.4.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
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STANDARD	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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**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>	
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>	
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Knowledge of Language</b>	
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.

OBJECTIVE	L.4.4a.	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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**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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 04: Unit 2 Writing from Notes, p. 35-42

**Mississippi College & Career Readiness Standards****Language Arts**

Grade 4 - Adopted: 2016

**THEME** **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**THEME** **Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	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.

**THEME** **Reading Informational Text**

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

**THEME** **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

<b>THEME</b>			<b>Reading Foundational Skills</b>			
<b>SUBJECT</b>		<b>Fluency</b>				
<b>STANDARD</b>		<b>RF.4.4.</b> <b>Read with sufficient accuracy and fluency to support comprehension.</b>				
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.				
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
<b>THEME</b>			<b>Writing</b>			
<b>SUBJECT</b>		<b>Text Types and Purposes</b>				
<b>STANDARD</b>		<b>W.4.2.</b> <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>				
OBJECTIVE	W.4.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.				
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.				
OBJECTIVE	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).				
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.				
OBJECTIVE	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.				
<b>THEME</b>			<b>Writing</b>			
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>				
<b>STANDARD</b>		<b>W.4.4.</b> <b>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.)</b>				
<b>STANDARD</b>		<b>W.4.5.</b> <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</b>				
<b>THEME</b>			<b>Writing</b>			
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>				
<b>STANDARD</b>		<b>W.4.9.</b> <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>				
OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).				
<b>THEME</b>			<b>Writing</b>			
<b>SUBJECT</b>		<b>Range of Writing</b>				

STANDARD	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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**THEME** **Speaking and Listening**

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

**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME	Language	
SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.

OBJECTIVE	L.4.4a.	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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THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	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

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 4 - Adopted: 2016

THEME	Reading Literature	
SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	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).

THEME	Reading Literature	
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

<b>THEME</b>			<b>Reading Foundational Skills</b>	
<b>SUBJECT</b>		<b>Fluency</b>		
<b>STANDARD</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>		
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.		
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<b>THEME</b>	<b>Writing</b>			
<b>SUBJECT</b>		<b>Text Types and Purposes</b>		
<b>STANDARD</b>	<b>W.4.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>		
OBJECTIVE	W.4.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
OBJECTIVE	W.4.3c.	Use a variety of transitional words and phrases to manage the sequence of events.		
OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.		
OBJECTIVE	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.		
<b>THEME</b>	<b>Writing</b>			
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>		
<b>STANDARD</b>	<b>W.4.4.</b>	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.)		
<b>STANDARD</b>	<b>W.4.5.</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)		
<b>THEME</b>	<b>Writing</b>			
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>		
<b>STANDARD</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>		
OBJECTIVE	W.4.9a.	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).		
<b>THEME</b>	<b>Writing</b>			
<b>SUBJECT</b>		<b>Range of Writing</b>		
<b>STANDARD</b>	<b>W.4.10.</b>	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.		

THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	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.	
OBJECTIVE	SL.4.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
THEME	Speaking and Listening	
SUBJECT	Presentation of Knowledge and Ideas	
STANDARD	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.
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
THEME	Language	
SUBJECT	Conventions of Standard English	
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
THEME	Language	
SUBJECT	Knowledge of Language	
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.

OBJECTIVE	L.4.4a.	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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THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	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

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 4 - Adopted: 2016

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

THEME	Writing	
SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

THEME	Writing	
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Range of Writing		
STANDARD	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.
Speaking and Listening		
SUBJECT	Comprehension and Collaboration	
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.		
OBJECTIVE	SL.4.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Speaking and Listening		
SUBJECT	Presentation of Knowledge and Ideas	
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
Language		
SUBJECT	Conventions of Standard English	
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
Language		
SUBJECT	Conventions of Standard English	
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2a.	Use correct capitalization.
OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
Language		
SUBJECT	Knowledge of Language	
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**THEME** **Reading Literature**

SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	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).

**THEME** **Reading Literature**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

**THEME** **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**THEME** **Writing**

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

#### THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

#### THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9a.	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
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#### THEME Writing

SUBJECT		Range of Writing
STANDARD	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.

#### THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	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.

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

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
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STANDARD	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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**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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**THEME** **Language**

<b>SUBJECT</b>	<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.

OBJECTIVE	L.4.4a.	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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**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4.6.</b> 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

**Mississippi College & Career Readiness Standards**

**Language Arts**

THEME	Writing	
SUBJECT	Text Types and Purposes	
STANDARD	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
OBJECTIVE	W.4.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.4.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
THEME	Writing	
SUBJECT	Range of Writing	
STANDARD	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.
THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	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.
OBJECTIVE	SL.4.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

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

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
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OBJECTIVE	L.4.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**THEME** **Language**

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

## THEME Language

## **SUBJECT**      **Vocabulary Acquisition and Use**

STANDARD	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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

#### THEME Reading Informational Text

SUBJECT	Key Ideas and Details
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**STANDARD** 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.

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

## THEME Reading Informational Text

**SUBJECT** **Craft and Structure**

**STANDARD** 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.

THEME Reading Informational Text

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

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

## THEME Reading Informational Text

SUBJECT	Range of Reading and Level of Text Complexity
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**STANDARD** 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.

THEME Reading Foundational Skills

SUBJECT	Fluency
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<b>STANDARD</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**THEME** **Writing**

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

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD	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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**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
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**THEME****Writing**

SUBJECT		Range of Writing
STANDARD	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.

**THEME****Speaking and Listening**

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

**THEME****Speaking and Listening**

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

**THEME****Speaking and Listening**

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME****Language**

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

## OBJECTIVE

## L.4.1f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**THEME****Language**

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

## OBJECTIVE

## L.4.2a.

Use correct capitalization.

OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>THEME</b>	<b>Language</b>	
SUBJECT		<b>Knowledge of Language</b>
STANDARD	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3b.	Choose punctuation for effect.
OBJECTIVE	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>THEME</b>	<b>Language</b>	
SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.4.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.</b>
OBJECTIVE	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.4.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>THEME</b>	<b>Language</b>	
SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.4.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
OBJECTIVE	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>THEME</b>	<b>Language</b>	
SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	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

## Mississippi College & Career Readiness Standards

### Language Arts

<b>THEME</b>			<b>Reading Informational Text</b>
<b>SUBJECT</b>			<b>Key Ideas and Details</b>
STANDARD	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.	
STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
<b>THEME</b>			<b>Reading Informational Text</b>
<b>SUBJECT</b>			<b>Craft and Structure</b>
STANDARD	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.	
<b>THEME</b>			<b>Reading Informational Text</b>
<b>SUBJECT</b>			<b>Integration of Knowledge and Ideas</b>
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.	
<b>THEME</b>			<b>Reading Informational Text</b>
<b>SUBJECT</b>			<b>Range of Reading and Level of Text Complexity</b>
STANDARD	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.	
<b>THEME</b>			<b>Reading Foundational Skills</b>
<b>SUBJECT</b>			<b>Fluency</b>
STANDARD	RF.4.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>	
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.	
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<b>THEME</b>			<b>Writing</b>
<b>SUBJECT</b>			<b>Text Types and Purposes</b>
STANDARD	W.4.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>	
OBJECTIVE	W.4.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	

OBJECTIVE	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>	
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>	
STANDARD	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.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>	
STANDARD	W.4.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>	<b>Range of Writing</b>	
STANDARD	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.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>	
STANDARD	SL.4.1.	<b>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.</b>
OBJECTIVE	SL.4.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE	SL.4.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.4.2a.	Use correct capitalization.
OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Knowledge of Language</b>
STANDARD	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3b.	Choose punctuation for effect.
OBJECTIVE	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>THEME</b>	<b>Language</b>	

Subject	Vocabulary Acquisition and Use	
Standard	Objectives	Performance Description
	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
Objective	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.4.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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## THEME Language

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

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

## THEME Language

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	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 11: Unit 4 Summarizing a Reference, p. 83-92

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

THEME Reading Informational Text

Subject	Key Ideas and Details
Standard	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.

Reading Informational Text

SUBJECT	Craft and Structure	
STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text

## **Integration of Knowledge and Ideas**

STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**THEME** **Reading Informational Text**

SUBJECT	Range of Reading and Level of Text Complexity	
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STANDARD	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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**THEME** **Reading Foundational Skills**

SUBJECT	Fluency	
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**THEME** **Writing**

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

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

SUBJECT	Production and Distribution of Writing	
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**THEME** **Writing**

SUBJECT	Research to Build and Present Knowledge	
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**STANDARD** 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.

## THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**OBJECTIVE** W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

## THEME Writing

Subject		Range of Writing
STANDARD	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.

## THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	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.

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

**OBJECTIVE** SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

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

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

## THEME Speaking and Listening

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

## THEME Speaking and Listening

SUBJECT	Presentation of Knowledge and Ideas	
STANDARD	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

## SUBJECT Conventions of Standard English

<b>STANDARD</b>	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
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OBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

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

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.4.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.</b>

OBJECTIVE L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

OBJECTIVE L.4.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.4.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	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 12: Unit 4 Summarizing a Reference, p. 93-102**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**THEME** **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**THEME** **Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	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.

**THEME** **Reading Informational Text**

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

**THEME** **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

**THEME** **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**THEME** **Writing**

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

**THEME** **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	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.

**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).

**THEME** **Writing**

<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	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.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	SL.4.1.	<b>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.</b>

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

**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

**THEME** **Language**

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

Theme	Language	
Subject	Vocabulary Acquisition and Use	
Standard	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.

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

Theme	Language	
Subject		Vocabulary Acquisition and Use
Standard	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
THEME		<b>Language</b>
SUBJECT		<b>Vocabulary Acquisition and Use</b>

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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

THEME	Reading Informational Text	
SUBJECT		Key Ideas and Details
STANDARD	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.

STANDARD	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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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Craft and Structure</b>
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STANDARD	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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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	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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**THEME** **Reading Foundational Skills**

<b>SUBJECT</b>	<b>Fluency</b>
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<b>STANDARD</b>	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
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<b>STANDARD</b>	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.4.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
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THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
THEME	Writing	
SUBJECT	Research to Build and Present Knowledge	
STANDARD	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.
THEME	Writing	
SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
THEME	Writing	
SUBJECT	Range of Writing	
STANDARD	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.
THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	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.
OBJECTIVE	SL.4.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
THEME	Speaking and Listening	

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
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STANDARD	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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**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.4.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.</b>

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

Theme	Language	
Subject	Vocabulary Acquisition and Use	
Standard	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Theme	Language	
Subject	Vocabulary Acquisition and Use	
Standard	Language Standard	Text
	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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

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

**STANDARD** W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

## THEME Writing

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

**STANDARD** 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.

## THEME Writing

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

<b>STANDARD</b>	<b>W.4.9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**OBJECTIVE** W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).

## THEME Writing

SUBJECT	Range of Writing
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**STANDARD** 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.

THEME Speaking and Listening

<b>STANDARD</b>	<b>SL.4.1.</b>	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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**OBJECTIVE** SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

OBJECTIVE SI. 4.1b Follow agreed-upon rules for discussions and carry out assigned roles

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

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

THEME Speaking and Listening

## SUBJECT | Presentation of Knowledge and Ideas

**STANDARD** 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.

STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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Theme	Language	
Subject		Conventions of Standard English
Standard	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

## THEME Language

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

OBJECTIVE L.4.2a. Use correct capitalization.

**OBJECTIVE** L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

## THEME Language

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

OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

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

THEME Language

## **SUBJECT** Vocabulary Acquisition and Use

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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

**THEME****Writing**

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

**THEME****Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**THEME****Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	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.

**THEME****Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**OBJECTIVE****W.4.9b.**

Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

**THEME****Writing**

SUBJECT		Range of Writing
STANDARD	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.

**THEME****Speaking and Listening**

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

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME** **Language**

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

**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
STANDARD	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2a. Use correct capitalization.
OBJECTIVE	L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

**THEME** **Language**

<b>SUBJECT</b>	<b>Knowledge of Language</b>
STANDARD	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3a. Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3b. Choose punctuation for effect.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	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.

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

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

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

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

**THEME** **Speaking and Listening**

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	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.

STANDARD SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME** **Language**

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

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

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	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 17: Unit 5 Writing from Pictures, p. 129-134

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
STANDARD	W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.4.3a.	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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OBJECTIVE	W.4.3c.	Use a variety of transitional words and phrases to manage the sequence of events.
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OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
STANDARD	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.)

STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>
STANDARD	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.

THEME	Writing	
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
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THEME	Writing	
SUBJECT		Range of Writing
STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

THEME	Speaking and Listening	
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

THEME	Language	
SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

<b>THEME</b>		
<b>Language</b>		
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2a.	Use correct capitalization.
OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>THEME</b>		
<b>Language</b>		
<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3b.	Choose punctuation for effect.
OBJECTIVE	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>THEME</b>		
<b>Language</b>		
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	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 18: Unit 6 Summarizing Multiple References, p. 135-142

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 4 - Adopted: 2016

<b>THEME</b>		
<b>Writing</b>		
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	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.)
<b>THEME</b>		
<b>Writing</b>		
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	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.

THEME	Writing	
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
THEME	Speaking and Listening	
SUBJECT		Comprehension and Collaboration
STANDARD	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.
OBJECTIVE	SL.4.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
THEME	Speaking and Listening	
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	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.
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
THEME	Language	
SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
THEME	Language	
SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	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 19: Unit 6 Summarizing Multiple References, p. 143-148

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 4 - Adopted: 2016

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

THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

THEME	Writing	
SUBJECT	Research to Build and Present Knowledge	
STANDARD	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.

THEME	Writing	
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
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THEME	Writing	
SUBJECT		Range of Writing
STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

THEME	Speaking and Listening	
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

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

THEME	Language	
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<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	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 20: Unit 6 Summarizing Multiple References, p. 149-162

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
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STANDARD	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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STANDARD	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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**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Craft and Structure</b>
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STANDARD	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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<b>THEME</b> <b>Reading Informational Text</b>		
<b>SUBJECT</b> <b>Integration of Knowledge and Ideas</b>		
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>THEME</b> <b>Reading Informational Text</b>		
<b>SUBJECT</b> <b>Range of Reading and Level of Text Complexity</b>		
STANDARD	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.
<b>THEME</b> <b>Reading Foundational Skills</b>		
<b>SUBJECT</b> <b>Fluency</b>		
STANDARD	RF.4.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>THEME</b> <b>Writing</b>		
<b>SUBJECT</b> <b>Production and Distribution of Writing</b>		
STANDARD	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.)
<b>THEME</b> <b>Writing</b>		
<b>SUBJECT</b> <b>Research to Build and Present Knowledge</b>		
STANDARD	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.
<b>THEME</b> <b>Writing</b>		
<b>SUBJECT</b> <b>Research to Build and Present Knowledge</b>		
STANDARD	W.4.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<b>THEME</b> <b>Speaking and Listening</b>		
<b>SUBJECT</b> <b>Comprehension and Collaboration</b>		
STANDARD	SL.4.1.	<b>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.</b>

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

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
STANDARD	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>
STANDARD	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.
STANDARD	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
STANDARD	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

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

**THEME** **Language**

<b>SUBJECT</b>	<b>Knowledge of Language</b>
STANDARD	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.

OBJECTIVE L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	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 21: Unit 6 Summarizing Multiple References, p. 163-170

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 4 - Adopted: 2016

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

THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

THEME	Writing	
SUBJECT	Research to Build and Present Knowledge	
STANDARD	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.

THEME	Writing	
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
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THEME	Writing	
SUBJECT		Range of Writing
STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

THEME	Speaking and Listening	
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

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

THEME	Language	
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<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	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 22: Unit 6 Summarizing Multiple References, p. 171-184

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
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STANDARD	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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STANDARD	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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**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Craft and Structure</b>
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STANDARD	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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<b>THEME</b> <b>Reading Informational Text</b>		
<b>SUBJECT</b> <b>Integration of Knowledge and Ideas</b>		
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>THEME</b> <b>Reading Informational Text</b>		
<b>SUBJECT</b> <b>Range of Reading and Level of Text Complexity</b>		
STANDARD	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.
<b>THEME</b> <b>Reading Foundational Skills</b>		
<b>SUBJECT</b> <b>Fluency</b>		
STANDARD	RF.4.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>THEME</b> <b>Writing</b>		
<b>SUBJECT</b> <b>Production and Distribution of Writing</b>		
STANDARD	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.)
<b>THEME</b> <b>Writing</b>		
<b>SUBJECT</b> <b>Research to Build and Present Knowledge</b>		
STANDARD	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.
<b>THEME</b> <b>Writing</b>		
<b>SUBJECT</b> <b>Research to Build and Present Knowledge</b>		
STANDARD	W.4.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<b>THEME</b> <b>Speaking and Listening</b>		
<b>SUBJECT</b> <b>Comprehension and Collaboration</b>		
STANDARD	SL.4.1.	<b>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.</b>

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

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
STANDARD	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>
STANDARD	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.
STANDARD	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME** **Language**

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

**THEME** **Language**

<b>SUBJECT</b>	<b>Knowledge of Language</b>
STANDARD	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
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OBJECTIVE L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

## THEME Language

## SUBJECT Vocabulary Acquisition and Use

STANDARD	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

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

## THEME Writing

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

**OBJECTIVE** W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

OBJECTIVE W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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

**OBJECTIVE** W.4.2e. Provide a concluding statement or section related to the information or explanation presented.

## THEME Writing

## Production and Distribution of Writing

**STANDARD** 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.)

**STANDARD** W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

## THEME Writing

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	W.4.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	SL.4.1.	<b>Engage effectively in a range of collaborative discussions (oneonone, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</b>
OBJECTIVE	SL.4.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

<b>THEME</b>		
<b>Language</b>		
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2a.	Use correct capitalization.
OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
<b>THEME</b>		
<b>Language</b>		
<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3b.	Choose punctuation for effect.
OBJECTIVE	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>THEME</b>		
<b>Language</b>		
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	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 24: Unit 7 Inventive Writing, p. 191-196

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 4 - Adopted: 2016

<b>THEME</b>		
<b>Writing</b>		
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
<b>THEME</b>		
<b>Writing</b>		
<b>SUBJECT</b>		<b>Range of Writing</b>
<b>STANDARD</b>	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.

**THEME****Speaking and Listening**

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

**THEME****Speaking and Listening**

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	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.
<b>STANDARD</b>	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME****Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
<b>OBJECTIVE</b>	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

**THEME****Language**

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

**THEME****Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	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 25: Unit 7 Inventive Writing, p. 197-202**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

THEME	Writing	
SUBJECT	Text Types and Purposes	
STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
THEME	Writing	
SUBJECT	Research to Build and Present Knowledge	
STANDARD	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.
THEME	Writing	
SUBJECT	Range of Writing	

STANDARD	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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**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	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.

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

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME** **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**THEME** **Language**

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

OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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<b>THEME</b> <b>Language</b>		
<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
OBJECTIVE	L.4.3b.	Choose punctuation for effect.
OBJECTIVE	L.4.3c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>THEME</b> <b>Language</b>		
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.4.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.</b>
OBJECTIVE	L.4.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>THEME</b> <b>Language</b>		
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.4.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
OBJECTIVE	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>THEME</b> <b>Language</b>		
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	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 26: Unit 7 Inventive Writing, p. 203-210

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 4 - Adopted: 2016

<b>THEME</b> <b>Writing</b>		
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.4.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
OBJECTIVE	W.4.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

**THEME** **Writing**

SUBJECT	Production and Distribution of Writing	
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

**THEME** **Writing**

SUBJECT	Research to Build and Present Knowledge	
STANDARD	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.

**THEME** **Writing**

SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
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**THEME** **Writing**

SUBJECT	Range of Writing	
STANDARD	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.

**THEME** **Speaking and Listening**

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

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

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
STANDARD	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
STANDARD	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**THEME** **Language**

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

**THEME** **Language**

SUBJECT	Vocabulary Acquisition and Use	
STANDARD	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 27: Unit 7 Inventive Writing, p. 211-218

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 4 - Adopted: 2016

#### THEME Writing

SUBJECT	Production and Distribution of Writing	
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

#### THEME Writing

SUBJECT	Range of Writing	
STANDARD	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.

#### THEME Speaking and Listening

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

#### THEME Speaking and Listening

SUBJECT	Presentation of Knowledge and Ideas	

STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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Theme	Language	
Subject		Conventions of Standard English
Standard	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Theme	Language	
Subject		Conventions of Standard English
Standard	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

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

THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	L.4.5c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
THEME		Language
SUBJECT		Vocabulary Acquisition and Use

STANDARD	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 28: Unit 7 Inventive Writing, p. 219-226**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

<b>THEME</b>		
<b>Writing</b>		
SUBJECT		<b>Text Types and Purposes</b>
STANDARD	W.4.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
OBJECTIVE	W.4.2a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>THEME</b>		
<b>Writing</b>		
SUBJECT		<b>Production and Distribution of Writing</b>
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
<b>THEME</b>		
<b>Writing</b>		
SUBJECT		<b>Research to Build and Present Knowledge</b>
STANDARD	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.
<b>THEME</b>		
<b>Writing</b>		
SUBJECT		<b>Research to Build and Present Knowledge</b>

<b>STANDARD</b>	<b>W.4.9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9b.	Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).
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## THEME Writing

**SUBJECT** **Range of Writing**

**STANDARD** 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.

THEME Speaking and Listening

## SUBJECT

## Comprehension and Collaboration

<b>STANDARD</b>	<b>SL.4.1.</b>	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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OBJECTIVE SL.4.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**OBJECTIVE** SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

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

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

## THEME Speaking and Listening

## SUBJECT

## Presentation of Knowledge and Ideas

STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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## THEME Language

## SUBJECT Conventions of Standard English

<b>STANDARD</b>	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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**OBJECTIVE** L.4.1e. Form and use prepositional phrases.

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

## THEME Language

## SUBJECT Conventions of Standard English

<b>STANDARD</b>	<b>L.4.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

## THEME Language

## SUBJECT Knowledge of Language

<b>STANDARD</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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**OBJECTIVE** L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b Choose punctuation for effect.

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

## THEME Language

## SUBJECT Vocabulary Acquisition and Use

STANDARD	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 29: Unit 7 Inventive Writing, p. 227-234

Mississippi College & Career Readiness Standards

## Language Arts

Grade 4 - Adopted: 2016

## THEME Writing

Subject	Production and Distribution of Writing
Standard	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

## THEME Writing

SUBJECT	Range of Writing
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**STANDARD** 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.

THEME Speaking and Listening

## Comprehension and Collaboration

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

Theme	Speaking and Listening	
Subject	Presentation of Knowledge and Ideas	
Standard	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

THEME	Language	
SUBJECT	Conventions of Standard English	
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1e.	Form and use prepositional phrases.

Theme	Language	
Subject	Conventions of Standard English	
Standard	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Objective	L.4.2a.	Use correct capitalization.
Objective	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.

Theme	Language	
Subject	Knowledge of Language	
Standard	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Objective	L.4.3b.	Choose punctuation for effect.

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

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	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 30: Unit 7 Inventive Writing, p. 235-239

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
STANDARD	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>
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**STANDARD** 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.

## THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text”).

## THEME Writing

Subject	Range of Writing	
STANDARD	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.

## THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	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.

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

**OBJECTIVE** SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

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

**OBJECTIVE** SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

## THEME Speaking and Listening

## **SUBJECT**      **Presentation of Knowledge and Ideas**

**STANDARD** SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

## THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Theme	Language	
Subject	Conventions of Standard English	
Standard	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

## THEME Language

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

OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

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

## THEME Language

## SUBJECT Vocabulary Acquisition and Use

**STANDARD** 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).