

# 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.
<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>
<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>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<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.
<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.4.4.	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.4.1f. 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
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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).

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

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
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.
<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>
<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) 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>	<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.
<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.
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.4.1f.	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.4.4.	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).
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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.
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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

##### 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.
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#### 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.
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#### 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.
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#### THEME Reading Foundational Skills

##### SUBJECT Fluency

STANDARD	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

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.4.9.	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.
<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>
<b>STANDARD</b>	<b>L.4.1.</b>	<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>
<b>STANDARD</b>	<b>L.4.2.</b>	<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>
<b>STANDARD</b>	<b>L.4.3.</b>	<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
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 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.

**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
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
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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
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 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.4.2a.	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.4.4.	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 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.

**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.4.3.	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**

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
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
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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.
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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.
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
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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 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.
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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**

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		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		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.4.1f.	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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#### 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).
<b>THEME</b>	<b>Language</b>	
<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 07: Unit 3 Retelling Narrative Stories, p. 55-58

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 4 - Adopted: 2016

<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
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).
<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
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>

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.
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>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.4.3.</b>	<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.4.3c.	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>	<b>L.4.4.</b>	<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.
<b>THEME</b>		<b>Language</b>
<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 08: Unit 3 Retelling Narrative Stories, p. 59-64

**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.
<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>	<b>L.4.1.</b>	<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>
<b>STANDARD</b>	<b>L.4.2.</b>	<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>
<b>STANDARD</b>	<b>L.4.3.</b>	<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>	<b>L.4.4.</b>	<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>

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).

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
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
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”).



**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 (one-on-one, in groups, and teacher-illed) 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 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.4.2a.	Use correct capitalization.

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.
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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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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).
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
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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 10: Unit 4 Summarizing a Reference, p. 75-82

## 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**

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**

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”).
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 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.4.2a.	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

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4.4.</b>	<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.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4.5.</b>	<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>
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**

<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.

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

<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.

**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.
<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>
<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>
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>
<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) 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>	<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.
<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.	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.4.2a.	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.4.4.	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		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 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.
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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
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.
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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.
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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.
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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
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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”).

#### 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

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<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.
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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>Conventions of Standard English</b>
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<b>STANDARD</b>	<b>L.4.1.</b>	<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.4.1d.	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>
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<b>STANDARD</b>	<b>L.4.2.</b>	<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>	<b>L.4.3.</b>	<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>	<b>L.4.4.</b>	<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>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.4.5.</b>	<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>	<b>L.4.6.</b>	<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).</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.
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
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”).

**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>
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>
<b>STANDARD</b>	<b>L.4.1.</b>	<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.
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.4.2.</b>	<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>
<b>STANDARD</b>	<b>L.4.3.</b>	<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>	<b>L.4.4.</b>	<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		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).
<b>THEME</b>		<b>Language</b>
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 14: Unit 5 Writing from Pictures, p. 113-118

Mississippi College & Career Readiness Standards

Language Arts

Grade 4 - Adopted: 2016

<b>THEME</b>		<b>Writing</b>
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.
<b>THEME</b>		<b>Writing</b>
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	
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).
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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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#### 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.
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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
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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 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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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.4.1f.	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).
<b>THEME</b>		<b>Language</b>
<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 16: Unit 5 Writing from Pictures, p. 125-128

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 4 - Adopted: 2016

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

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>
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

<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>
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.

**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
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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.
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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
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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**

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**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.4.2.</b>	<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>	<b>L.4.3.</b>	<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 18: Unit 6 Summarizing Multiple References, p. 135-142

**Mississippi College & Career Readiness Standards****Language Arts****Grade 4 - Adopted: 2016****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.4.8.	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**

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****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
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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.)
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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.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.4.3c.	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 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
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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.
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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
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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**

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.4.1f.	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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**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.
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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
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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

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.
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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

SUBJECT		Craft and Structure
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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**

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**

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.)

**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**                      **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.
<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.4.4.	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.)
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.4.1.</b>	<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>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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>	<b>L.4.4.</b>	<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.

**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
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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.
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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
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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**

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.4.1f.	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>	<b>L.4.2.</b>	<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.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.4.3.</b>	<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.
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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>
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 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>
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**

<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.

**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**

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.)

**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**                      **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.4.1d.	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		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
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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.
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 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
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

<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) 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>	<b>SL.4.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-illed) 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>	<b>L.4.1.</b>	<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.

**THEME****Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.4.2.</b>	<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>	<b>L.4.3.</b>	<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 24: Unit 7 Inventive Writing, p. 191-196

**Mississippi College & Career Readiness Standards****Language Arts****Grade 4 - Adopted: 2016****THEME****Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
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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>Range of Writing</b>
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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.
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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.
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.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

**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
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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.
<b>THEME</b>		<b>Speaking and Listening</b>
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.
<b>THEME</b>		<b>Speaking and Listening</b>
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.)
<b>THEME</b>		<b>Language</b>
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>
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.4.4.	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.4.4c.	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	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

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

SUBJECT		Presentation of Knowledge and Ideas
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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

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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**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.
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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.4.6.	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.)
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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		Presentation of Knowledge and Ideas
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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.4.1d.	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

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.
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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
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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.
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#### THEME

#### Speaking and Listening

SUBJECT		Comprehension and Collaboration
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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

SUBJECT		Presentation of Knowledge and Ideas
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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

SUBJECT		Conventions of Standard English
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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.4.1d.	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
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<b>STANDARD</b>	<b>L.4.2.</b>	<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.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.4.3.</b>	<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 29: Unit 7 Inventive Writing, p. 227-234

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 4 - Adopted: 2016**

**THEME** **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
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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>Range of Writing</b>
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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.
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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.
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.4.3b.	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>
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

<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>
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>
<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) 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>	<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.
<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>	<b>L.4.1.</b>	<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>
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.
<b>THEME</b>		<b>Language</b>
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).
<b>THEME</b>		<b>Language</b>
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).