

Main Criteria: Discoveries in Writing

Secondary Criteria: Montana Content Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD **Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXPECTATION / BENCHMARK RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD **Craft and Structure**

GRADE LEVEL EXPECTATION / BENCHMARK 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.

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD **Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

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

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

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

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.R F.4.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

BENCHMARK / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3.b.	Choose punctuation for effect.
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EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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 03: Unit 2 Writing from Notes, p. 27-34

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

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

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

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

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.R F.4.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

BENCHMARK / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3.b.	Choose punctuation for effect.
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EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK	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 04: Unit 2 Writing from Notes, p. 35-42

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

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

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

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

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.R F.4.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

BENCHMARK / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3.b.	Choose punctuation for effect.
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EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / DOMAIN **MT.CC.R F.4.** **Reading Standards: Foundational Skills**

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

EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.

GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.

EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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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Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD **Production and Distribution of Writing**

GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD **Range of Writing**

GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD **Comprehension and Collaboration**

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

BENCHMARK / STANDARD **Presentation of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

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

EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3.b.	Choose punctuation for effect.
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EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.R F.4.** **Reading Standards: Foundational Skills**

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

EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

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

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.

EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards

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

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

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

GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.

EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RF.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards

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

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards

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

EXPECTATION	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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 13: Unit 4 Summarizing a Reference, p. 103-112

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN	MT.CC.RI.4.	Reading Standards for Informational Text
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BENCHMARK / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language

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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.W.4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L.4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

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

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CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3.c.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards

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

EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
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BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
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BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S.L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration

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

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L.4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.RI.4.** **Reading Standards for Informational Text**

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

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

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

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.RF.4.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
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BENCHMARK / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
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BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
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BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK 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

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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

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

CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

BENCHMARK / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.RI .4.** **Reading Standards for Informational Text**

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

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.RF.4.** **Reading Standards: Foundational Skills**

BENCHMARK / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

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

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
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EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

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Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

GRADE LEVEL EXPECTATION / BENCHMARK	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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Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

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

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
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EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK 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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Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

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

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

EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S.L.4.	Speaking and Listening Standards

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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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Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.4.2.a.	Use correct capitalization.
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EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
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BENCHMARK / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.4.3.b.	Choose punctuation for effect.
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EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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EXPECTATION	L.4.5.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
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BENCHMARK / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK	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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Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

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

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards

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

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

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

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
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BENCHMARK / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.W.4.** **Writing Standards**

BENCHMARK / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / DOMAIN **MT.CC.S L.4.** **Speaking and Listening Standards**

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
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CONTENT STANDARD / DOMAIN **MT.CC.L.4.** **Language Standards**

BENCHMARK / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
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EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

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

CONTENT STANDARD / DOMAIN **MT.CC.L. 4.** **Language Standards**

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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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Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN **MT.CC.W .4.** **Writing Standards**

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

EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	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.)
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.W.4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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).