Main Criteria: Structure and Style for Students Secondary Criteria: Maine Learning Results

Subject: Language Arts
Grade: 4

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Maine Learning Results Language Arts Grade 4 - Adopted: 2020

		Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use

STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal

discourse for small-group discussion).

STRAND	
DOMAIN	

READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which

reasons and evidence support the claim(s).

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-22
		Maine Learning Results
		Language Arts Grade 4 - Adopted: 2020
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STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		SPEAKING AND LISTENING
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EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
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STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
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CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge

STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.
		UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

Maine Learning Results Language Arts

Grade 4 - Adopted: 2020

Guiding Principles

STRAND /

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

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CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION STRAND / DOMAIN	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed. LANGUAGE
STRAND /	L.2.4.d.	
STRAND / DOMAIN CATEGORY / PERFORMANC	L.2.4.d.	LANGUAGE
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR		LANGUAGE Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	L.3:	LANGUAGE Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE	L.3: L.3.4.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION GRADE	L.3: L.3.4.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas

Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.

STANDARD

SL.3:

EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.4.a.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
PERFORMANC	R.8:	Craft and Structure Analyze the structure of various texts, including how the features and components relate to each other and the whole.
PERFORMANC E INDICATOR	R.8: R.8.4.a.	Analyze the structure of various texts, including how the features and components relate to each
PERFORMANC E INDICATOR ST ANDARD		Analyze the structure of various texts, including how the features and components relate to each other and the whole. Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text.
ST AND AND EXPECTATION ST RAND /		Analyze the structure of various texts, including how the features and components relate to each other and the whole. Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the te as a whole.

EXPECTATION	R.9.4.a.	Compare and contrast the point of view from which different texts are narrated, including the difference between first-and third-person narrations.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

Maine Learning Results
Language Arts
Grade 4 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
	SL.1.4.b. SL.1.4.c.	Follow agreed-upon rules for discussions and carry out assigned roles. 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 GRADE		Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
GRADE EXPECTATION GRADE	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION GRADE EXPECTATION STRAND /	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SPEAKING AND LISTENING

EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.4.a.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
PERFORMANC	R.8:	Craft and Structure Analyze the structure of various texts, including how the features and components relate to each other and the whole.
PERFORMANC E INDICATOR	R.8: R.8.4.a.	Analyze the structure of various texts, including how the features and components relate to each
PERFORMANC E INDICATOR ST ANDARD		Analyze the structure of various texts, including how the features and components relate to each other and the whole. Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text.
ST AND AND EXPECTATION ST RAND /		Analyze the structure of various texts, including how the features and components relate to each other and the whole. Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the te as a whole.

EXPECTATION	R.9.4.a.	Compare and contrast the point of view from which different texts are narrated, including the difference between first-and third-person narrations.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

Maine Learning Results
Language Arts
Grade 4 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
	SL.1.4.b. SL.1.4.c.	Follow agreed-upon rules for discussions and carry out assigned roles. 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 GRADE		Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
GRADE EXPECTATION GRADE	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION GRADE EXPECTATION STRAND /	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. SPEAKING AND LISTENING

EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
		WRITING Inquiry to Build and Present Knowledge
DOMAIN CATEGORY / PERFORMANC	W.1:	
CATEGORY / PERFORMANC E INDICATOR	W.1: W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a
CATEGORY / PERFORMANC E INDICATOR STANDARD		Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
CATEGORY / PERFORMANC E INDICATOR ST AND ARD EXPECTATION STRAND /	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories. WRITING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	W.1.4.b. W.1.4.c.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the

STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52
		Maine Learning Results
		Language Arts Grade 4 - Adopted: 2020
STRAND /		
DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
		detailed willing that are both used to communicate ideas cleany with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
PERFORMANC	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including
PERFORMANC E INDICATOR CATEGORY / PERFORMANC		A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of
PERFORMANC E INDICATOR CATEGORY / PERFORMANC E INDICATOR STRAND /		A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

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

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

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

EXPECTATION L.2.4.a. Use correct capitalization.

LANGUAGE

STRAND /

EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.4.a.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.a.	Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.4.a.	Compare and contrast the point of view from which different texts are narrated, including the difference between first-and third-person narrations.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60
		Maine Learning Results Language Arts Grade 4 - Adopted: 2020
STRAND /		
DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC	A. B.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate
CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC		Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including
CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC	В.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of
CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC E INDICATOR STRAND /	В.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

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

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

EXPECTATION Use correct capitalization. L.2.4.a.

EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.4.a.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.a.	Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.4.a.	Compare and contrast the point of view from which different texts are narrated, including the difference between first-and third-person narrations.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70
		Maine Learning Results
		Language Arts Grade 4 - Adopted: 2020
		Oldo F Adoptod 2020
STRAND / DOMAIN		Guiding Principles
	Α.	
CATEGORY / PERFORMANC		Guiding Principles Clear and effective communicator: Students participate in a range of evidence-based discussions and generate
CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including
CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC	А.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of
CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC E INDICATOR CATEGORY / PERFORMANC E INDICATOR STRAND /	А.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others. A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn. A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

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

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

EXPECTATION L.2.4.a. Use correct capitalization.

LANGUAGE

EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.4.a.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.4.	Differentiate between contexts that call for different registers (e.g. formal English for presenting ideas and informal discourse for small-group discussion).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.4.a.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.a.	Explain how individual parts of a text (e.g., chapters, scenes, or stanzas) work together to provide meaning to the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.4.a.	Compare and contrast the point of view from which different texts are narrated, including the difference between first-and third-person narrations.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
		and editing.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90
		Maine Learning Results
		Language Arts Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.

Spell grade-appropriate words correctly, consulting references as needed.

EXPECTATION

L.2.4.d.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

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

EXPECTATION

STRAND / DOMAIN R.4.4.

READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96
		Maine Learning Results Language Arts
		Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles

Clear and effective communicator: Students participate in a range of evidence-based discussions and generate

detailed writing that are both used to communicate ideas clearly with others.

CATEGORY / A. PERFORMANC

E INDICATOR

CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure

Analyze the structure of various texts, including how the features and components relate to each other and the whole.

STANDARD

R.8:

EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
		WRITING Inquiry to Build and Present Knowledge
DOMAIN CATEGORY / PERFORMANC	W.1:	
CATEGORY / PERFORMANC E INDICATOR	W.1: W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a
CATEGORY / PERFORMANC E INDICATOR STANDARD		Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
CATEGORY / PERFORMANC E INDICATOR ST AND ARD EXPECTATION STRAND /	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories. WRITING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	W.1.4.b. W.1.4.c.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the

STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104
		Maine Learning Results Language Arts Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.

Spell grade-appropriate words correctly, consulting references as needed.

EXPECTATION

L.2.4.d.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.

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

EXPECTATION

STRAND / DOMAIN R.4.4.

READING

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80
		Maine Learning Results Language Arts Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles

Clear and effective communicator: Students participate in a range of evidence-based discussions and generate

detailed writing that are both used to communicate ideas clearly with others.

CATEGORY /

PERFORMANC

E INDICATOR

A.

CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure

Analyze the structure of various texts, including how the features and components relate to each other and the whole.

STANDARD

R.8:

EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
		WRITING Inquiry to Build and Present Knowledge
DOMAIN CATEGORY / PERFORMANC	W.1:	
CATEGORY / PERFORMANC E INDICATOR	W.1: W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a
CATEGORY / PERFORMANC E INDICATOR STANDARD		Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
CATEGORY / PERFORMANC E INDICATOR ST AND ARD EXPECTATION STRAND /	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories. WRITING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	W.1.4.b. W.1.4.c.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112
		Maine Learning Results
		Language Arts
		Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and

EXPECTATION L.2.4.a. Use correct capitalization.

spelling when writing.

L.2:

E INDICATOR

STANDARD

EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
EXPECTATION	L.5.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE EXPECTATION	L.5.4.c.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.

UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

Maine Learning Results
Language Arts
Grade 4 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use

STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
		WRITING Inquiry to Build and Present Knowledge
CATEGORY / PERFORMANC	W.1:	
CATEGORY / PERFORMANC E INDICATOR	W.1: W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a
CATEGORY / PERFORMANC E INDICATOR STANDARD		Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	W.1.4.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories. WRITING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	W.1.4.b. W.1.4.c.	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Take notes on sources and sort information into provided categories. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130
		Maine Learning Results
		Language Arts
		Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.4.a. Use correct capitalization.

L.2:

E INDICATOR

STANDARD

EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	R.6.4.a.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific details in the text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency

Read with sufficient accuracy and fluency to support comprehension

 $\hbox{R.12.4.a.} \quad \hbox{Read with sufficient accuracy and fluency to support comprehension.}$

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

STANDARD

EXPECTATION

EXPECTATION

R.12:

EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138
		Maine Learning Results
		Language Arts Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

including those that signal precise actions, emotions, or states of being (e.g., utilized, whined, stamment are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal pres DDMAIN READING CATEGORY/ PERFORMANC EINDICATOR STANDARD R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and its development; throughout each text. EXPECTATION R.5.4.a. Summarize texts, including details about who, what, when, where, how and why; explain how the theme is EXPECTATION R.5.4.b. Summarize texts, including how the key details support the central idea. EXPECTATION R.5.4.b. Summarize texts, including how the key details support the central idea. EXPECTATION R.6.4.b. EXPECTATION R.6.1 Analyze how and why individuals, events, and ideas develop and interact over the course of EXPECTATION R.6.4.a. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions content in the lext. EXPECTATION R.6.3.a. READING CATEGORY/ PERFORMANC EINDICATOR Fluency EXPECTATION R.12.4.a. Read with sufficient accuracy and fluency to support comprehension EXPECTATION R.12.4.b. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION R.12.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / DDMAIN CATEGORY/ PERFORMANC EINDICATOR Fluency EXPECTATION R.12.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING CATEGORY/ PERFORMANC EINDICATOR STANDARD W.2: Develop, strengthen, and produce polished writing by using a collaborative process that in age-appropriate use of technology.			
CATEGORY/ PERFORMANC EINDICATOR R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and its development; throughout each text. EXPECTATION R.5.4.a. Summarize lexts, including details about who, what, when, where, how and why; explain how the theme is expectation R.5.4.b. Summarize lexts, including how the key details support the central idea. STRAND / DOMAIN CATEGORY/ PERFORMANC EINDICATOR STANDARD R.6: Analtyze how and why individuals, events, and ideas develop and interact over the course of explosion of the sequence of events, drawing on specific details in the text. STRAND / DOMAIN CATEGORY/ PERFORMANC EINDICATOR FLUENCY FERFORMANC EINDICATOR FLUENCY FERFORMANC EINDICATOR R.12.4.a. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION R.12.4.b. Read various on-level text with purpose and understanding, rereading as necessary. STRAND / DOMAIN R.12.4.b. Read various on-level text with purpose and understanding, rereading as necessary. STRAND / WRITING CATEGORY/ PERFORMANC EXPECTATION R.12.4.b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / Process and Production PERFORMANC EINDICATOR Process and Production PERFORMANC EINDICATOR STANDARD W.2: Develop, strengthen, and produce polished writing by using a collaborative process that in age-appropriate use of technology. EXPECTATION W.2.4.a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning as	ECTATION L.	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
EXPECTATION R.5.: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and its development; throughout each text. EXPECTATION R.5.4.a. Summarize texts, including details about who, what, when, where, how and why; explain how the theme is expectation. EXPECTATION R.5.4.b. Summarize texts, including how the key details support the central idea. STRAND I DOMAIN READING CATEGORY Ferformance Key Ideas and Details EXPECTATION R.6.1. Analyze how and why individuals, events, and ideas develop and interact over the course of expectation. EXPECTATION R.6.4.a. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions conthe sequence of events, drawing on specific details in the text. STRAND I DOMAIN READING CATEGORY Fluency EXPECTATION R.12.4.a. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION R.12.4.b. Read various on-level text with purpose and understand. EXPECTATION R.12.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND I DOMAIN CATEGORY Process and Production EXPECTATION R.12.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND I DOMAIN Process and Production CATEGORY Performance Process and Production EXPECTATION W.2.1 Develop, strengthen, and produce polished writing by using a collaborative process that in age-appropriate use of technology. EXPECTATION W.2.1 Develop, strengthen, and produce polished writing by using a collaborative process that in age-appropriate use of technology.			READING
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EXPECTATION R.5.4.b. Summarize texts, including how the key details support the central idea. STRAND / DOMAIN CATEGORY / PERFORMANC EINDICATOR STANDARD R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of EXPECTATION R.6.4.a. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions co the sequence of events, drawing on specific details in the text. STRAND / DOMAIN READING STANDARD R.12: Read with sufficient accuracy and fluency to support comprehension EXPECTATION R.12.4.a. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION R.12.4.b. Read various on-level text with purpose and understand. EXPECTATION R.12.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / DOMAIN CATEGORY / PERFORMANC EINDICATOR STRAND / DOMAIN WRITING CATEGORY / PERFORMANC EINDICATOR STANDARD W.2: Develop, strengthen, and produce polished writing by using a collaborative process that in age-appropriate use of technology. EXPECTATION W.2.4.a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning explanations.	NDARD R	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
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CATEGORY/ PERFORMANC ENDICATOR R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of EXPECTATION R.6.4.a. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions co the sequence of events, drawing on specific details in the text. STRAND / DOMAIN READING RADING Fluency Fluency Fluency Fluency FILENCY FERFORMANC EXPECTATION R.12.4.a. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION R.12.4.b. Read various on-level text with purpose and understand. EXPECTATION R.12.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / DOMAIN WRITING STANDARD W.2: Develop, strengthen, and produce polished writing by using a collaborative process that in age-appropriate use of technology. EXPECTATION W.24.a. With guidance and support from peers and adults, develop and strengthen writing as needed by plannir	ECTATION R	R.5.4.b.	Summarize texts, including how the key details support the central idea.
EXPECTATION R.12.4.a. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION R.12.4.b. Read various on-level text with purpose and understanding, rereading as necessary. STRAND / DOMAIN R.12.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / DOMAIN R.12.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / DOMAIN R.12.4.d. Use context to confirm or peers and adults, develop and strengthen writing as needed by planning expectations. EXPECTATION R.12.4.b. Read various on-level text with purpose and understanding, rereading as necessary. WRITING STRAND / DOMAIN WRITING STRAND / DOMAIN W.2: Develop, strengthen, and produce polished writing by using a collaborative process that in age-appropriate use of technology.			READING
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PERFORMANC E INDICATOR STANDARD R.12: Read with sufficient accuracy and fluency to support comprehension EXPECTATION R.12.4.a. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION R.12.4.b. Read various on-level text with purpose and understand. EXPECTATION R.12.4.d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD W.2: Develop, strengthen, and produce polished writing by using a collaborative process that in age-appropriate use of technology. EXPECTATION W.2.4.a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning as ne			READING
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CATEGORY / PERFORMANC E INDICATOR STANDARD W.2: Develop, strengthen, and produce polished writing by using a collaborative process that in age-appropriate use of technology. EXPECTATION W.2.4.a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning the process of the process of the process of technology.	ECTATION R	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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age-appropriate use of technology. EXPECTATION W.2.4.a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning as needed by plan	FORMANC		Process and Production
	NDARD V	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
	ECTATION W	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION W.2.4.b. With some guidance and support from adults, use technology to produce writing, as well as to interact at collaborate with others.	ECTATION W	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND	ı
DOMAIN	

PERFORMANC E INDICATOR

WRITING

CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose	
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.	
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.	
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.	
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.	
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150	
		Maine Learning Results	
		Language Arts	
		Grade 4 - Adopted: 2020	
STRAND / DOMAIN		Guiding Principles	
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.	
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.	
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.	
STRAND / DOMAIN		LANGUAGE	
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English	
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
STRAND / DOMAIN		LANGUAGE	
CATEGORY/		Conventions of Standard English	

STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING

DOMAIN

CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.4.b.	Compare and contrast similar themes, topics, and patterns of events in texts.
EXPECTATION	R.11.4.c.	Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160
		Maine Learning Results Language Arts Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
PERFORMANC	L.3:	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANC E INDICATOR		Apply knowledge of language to understand how language functions in different contexts, to make
PERFORMANC E INDICATOR STANDARD		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE	L.3.4.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION GRADE	L.3.4. L.3.4.a.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	L.3.4.a. L.3.4.b.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION STRAND /	L.3.4.a. L.3.4.b.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION CRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.3.4.a. L.3.4.b.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.
EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.4.b.	Compare and contrast similar themes, topics, and patterns of events in texts.
EXPECTATION	R.11.4.c.	Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.
STRAND / DOMAIN		READING

CATEGORY I PERFORMANC E INDICATOR		Fluency	
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension	
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.	
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.	
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STRAND / DOMAIN		WRITING	
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge	
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.	
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.	
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.	
STRAND / DOMAIN		WRITING	
CATEGORY / PERFORMANC E INDICATOR		Process and Production	
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.	
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.	
STRAND / DOMAIN		WRITING	
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose	
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.	
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.	
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.	
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.	

Maine Learning Results Language Arts

Grade 4	_	Adopted: 2020)
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STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
GRADE EXPECTATION	L.3.4.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.4.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.4.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	SL.1.4.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE	SL.1.4.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to

the discussion and link to the remarks of others.

EXPECTATION

GRADE EXPECTATION	SL.1.4.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.4.	Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.4.a.	Summarize texts, including details about who, what, when, where, how and why; explain how the theme is supported.
EXPECTATION	R.5.4.b.	Summarize texts, including how the key details support the central idea.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.4.b.	Draw on a variety of strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.4.b.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.10:	Evaluate the argument and specific claims in various texts.

EXPECTATION	R.10.4.	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.4.b.	Compare and contrast similar themes, topics, and patterns of events in texts.
EXPECTATION	R.11.4.c.	Interpret information presented in diverse forms and explain how the information contributes to an understanding of an idea or topic.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.4.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.4.b.	Read various on-level text with purpose and understand.
EXPECTATION	R.12.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.4.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.4.c.	Take notes on sources and sort information into provided categories.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 7: INVENTIVE WRITING Week 20 Page 171-176
		Maine Learning Results
		Language Arts Grade 4 - Adopted: 2020
STRAND /		Guiding Principles
DOMAIN		
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English

STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose

STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.b.	Develop the topic with relevant supporting details.
EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 7: INVENTIVE WRITING Week 21 Page 177-180
		Maine Learning Results
		Language Arts
		Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.

EXPECTATION

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

EXPECTATION	W.3.4.d.	Use precise vocabulary/word choice.
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188
		Maine Learning Results
		Language Arts
		Grade 4 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red smal bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.4.a.	Use correct capitalization.
EXPECTATION	L.2.4.d.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	L.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.3.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	L.3.4.a.	Choose words and phrases to convey ideas precisely.
GRADE EXPECTATION	L.3.4.b.	Choose punctuation for effect.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.4.a.	Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.4.a. W.3.4.b.	

UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
		Conventions of Standard English
CATEGORY / PERFORMANC	L.2:	
CATEGORY / PERFORMANC E INDICATOR	L.2: L.2.4.a.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
CATEGORY / PERFORMANC E INDICATOR STANDARD		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	L.2.4.a.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /	L.2.4.a.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.2.4.a.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. LANGUAGE
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	L.2.4.a.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. LANGUAGE Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	L.2.4.d.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. LANGUAGE Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
		WRITING Composing for Audience and Purpose
CATEGORY / PERFORMANC	W.3:	
CATEGORY / PERFORMANC E INDICATOR	W.3 : W.3.4.a.	Composing for Audience and Purpose Routinely produce a variety of clear and coherent writing in which the development, organization, and
CATEGORY / PERFORMANC E INDICATOR STANDARD		Composing for Audience and Purpose Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	W.3.4.a.	Composing for Audience and Purpose Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Produce writing to communicate clearly and to organize increasingly complex pieces with introductions and bodies including details and conclusions.

UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

Maine Learning Results Language Arts

Grade 4 - Adopted: 2020

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.4.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.1.4.e.	Form and use prepositional phrases.
EXPECTATION	L.1.4.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
PERFORMANC	L.2:	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANC E INDICATOR	L.2: L.2.4.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
PERFORMANC E INDICATOR ST ANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PERFORMANC E INDICATOR ST ANDARD EXPECTATION EXPECTATION ST RAND /	L.2.4.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
PERFORMANC E INDICATOR ST ANDARD EXPECTATION EXPECTATION ST RAND /	L.2.4.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.2.4.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. LANGUAGE
EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	L.2.4.d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. LANGUAGE Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	L.2.4.d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. LANGUAGE Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND	I
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STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.4.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.4.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
EXPECTATION	W.2.4.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.

STRAND / **DOMAIN**

WRITING

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