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**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

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

Maine Learning Results
Language Arts
Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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	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	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 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	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	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 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	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	B.	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.
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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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**

STRAND / DOMAIN		Guiding Principles

CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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 10 Page 81-90

Maine Learning Results
Language Arts
Grade **4** - Adopted: **2020**

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	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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

CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 12 Page 97-104

Maine Learning Results
Language Arts
Grade **4** - Adopted: **2020**

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	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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
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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

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Maine Learning Results
Language Arts
Grade **4** - Adopted: **2020**

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	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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**

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	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

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Maine Learning Results
Language Arts
Grade **4** - Adopted: **2020**

STRAND / DOMAIN		**Guiding Principles**
CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

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Maine Learning Results
Language Arts
Grade **4** - Adopted: **2020**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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**

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

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STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

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Maine Learning Results
Language Arts
Grade **4** - Adopted: **2020**

STRAND / DOMAIN	Guiding Principles

CATEGORY / PERFORMANCE 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 / PERFORMANCE INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
EXPECTATION	W.3.4.e.	Provide a sense of closure that is related to the ideas presented.