Main Criteria: Structure and Style for Students Secondary Criteria: Michigan Academic Standards Subject: Language Arts

Grade: 4

Structure and Style for Students

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

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF 4.	Reading Standards: Foundational Skills

CATEGORY

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	. Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

STRAND /
STANDARD
CATEGORY

MI.CC.SL. Speaking and Listening Standards 4.

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

EXPECTATION quantitatively, and orally.

STRAND / STANDARD CATEGORY	MI.CC.SL 4.	.Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STRAND / MI.CC.L.4 Language Standards **ST AND ARD** .

CATEGORY

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

STRAND / MI.CC.L.4 Language Standards .

STANDARD CATEGORY

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

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

STRAND / STANDARD CATEGORY	MI.CC.L.	4 Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010



STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF 4.	. Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes

GRADE LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION		
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ST RAND / ST ANDARD CAT EGORY

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards
STANDARD	Vocabulary Acquisition and Use

GRADE LEVEL

EXPECTATION

RF.4.4.

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

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

Michigan Academic Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF 4.	. Reading Standards: Foundational Skills
STANDARD		Fluency

Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.4.4(a) Read on-level text with purpose and understanding.

EXPECTATION RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND /	MI.CC.W.	Writing Standards	
STANDARD	4.		
CATEGORY			

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or

EXPECTATION W.4.9(a) Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

STRAND / MI.CC.W. Writing Standards ST ANDARD CATEGORY 4.

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD MI.CC.SL. Speaking and Listening Standards 4. CATEGORY

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD	MI.CC.L.4	Language Standards

ST ANDARD CATEGORY

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

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

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

STRAND / MI.CC.L.4 Language Standards

ST ANDARD CATEGORY

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

e or clarify the meaning of unknown and multiple-meaning words and phrases based on grade and content, choosing flexibly from a range of strategies.

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

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

Michigan Academic Standards Language Arts Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature	
STANDARD		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	
STRAND /MI.CC.RL Reading Standards for LiteratureSTANDARD.4.CATEGORY		Reading Standards for Literature	
STANDARD		Craft and Structure	
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
STRAND / MI.CC STANDARD .4. CATEGORY		Reading Standards for Literature	
STANDARD		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
STRAND /MI.CC.RF. Reading Standards: Foundational SkillsSTANDARD4.CATEGORY		. Reading Standards: Foundational Skills	
STANDARD		Fluency	
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.	
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.	
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards	
STANDARD		Text Types and Purposes	
GRADE LEVEL EXPECT ATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	

EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.	
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	/riting Standards	
STANDARD		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Vriting Standards Research to Build and Present Knowledge	
STANDARD			
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards	
STANDARD		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards	
STANDARD		Range of Writing	
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
STRAND / STANDARD CATEGORY	MI.CC.SL 4.	. Speaking and Listening Standards	
STANDARD		Comprehension and Collaboration	

GRADE LEVEL EXPECTATION		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
EXPECTATION		
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
GRADE LEVEL		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
GRADE LEVEL EXPECTATION ST RAND / ST ANDARD		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CAT EGORY	MI.CC.L.4 L.4.1.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL	MI.CC.L.4 L.4.1.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CATEGORY ST ANDARD GRADE LEVEL EXPECT AT ION	MI.CC.L.4 L.4.1.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

STANDARD			
		Knowledge of Language	
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.	
EXPECTATION	L.4.3(b)	Choose punctuation for effect.	
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards	
STANDARD		Vocabulary Acquisition and Use	
GRADE LEVEL 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.	
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 / STANDARD CATEGORY	MI.CC.L.4	Language Standards	
STANDARD		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
		UNIT 2: WRITING FROM NOTES Week 5 Page 39-46	
		Michigan Academic Standards	
		Language Arts Grade 4 - Adopted: 2010	
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text	
STANDARD		Key Ideas and Details	
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text	
STANDARD		Craft and Structure	
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	

GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text	
STANDARD		Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.	
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text	
STANDARD		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
STRAND / STANDARD CATEGORY	MI.CC.RF. 4.	. Reading Standards: Foundational Skills	
STANDARD		Fluency	
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.	
		Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	
EXPECTATION	RF.4.4(a)		
EXPECTATION	RF.4.4(a) RF.4.4(c)	Read on-level text with purpose and understanding.	
EXPECTATION EXPECTATION EXPECTATION ST RAND / ST AND ARD	RF.4.4(a) RF.4.4(c) MI.CC.W.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
EXPECTATION EXPECTATION EXPECTATION ST RAND / ST RAND / ST ANDARD CAT EGORY	RF.4.4(a) RF.4.4(c) MI.CC.W.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards	
EXPECTATION EXPECTATION EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL	RF.4.4(a) RF.4.4(c) MI.CC.W. 4.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes	
EXPECTATION EXPECTATION EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECT ATION	RF.4.4(a) RF.4.4(c) MI.CC.W. 4. W.4.2.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,	
EXPECTATION EXPECTATION EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION	RF.4.4(a) RF.4.4(c) MI.CC.W. 4. W.4.2. W.4.2(a)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the	
EXPECTATION EXPECTATION EXPECTATION ST AND / ST AND ARD CAT EGORY ST AND ARD GRADE LEVEL EXPECTATION EXPECTATION	RF.4.4(a) RF.4.4(c) MI.CC.W. 4. W.4.2(a) W.4.2(a) W.4.2(b) W.4.2(d)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes

GRADE LEVELW.4.8.Recall relevant information from experiences or gather relevant information from print and digital sources; take notesEXPECTATIONand categorize information, and provide a list of sources.

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

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

EXPECTATION	VV.4.9(D)	Apply grade 4 reading standards to informational texts (e.g.,	Explain now an autior uses leasons and evidence to
		support particular points in a text').	

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

STANDARD	Range of Writing
GRADE LEVEL W.4 EXPECTATION	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /	MI.CC.SL. Speaking and Listening Standards
STANDARD	4.
CATEGORY	

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SI 4 1(d)	Paview the key ideas expressed and explain their even ideas and understanding in light of the discussion

STRAND / STANDARD CATEGORY

MI.CC.SL. Speaking and Listening Standards 4.

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

EXPECTATION quantitatively, and orally.

STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 4.	
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STRAND / MI.CC.L.4 Language Standards STANDARD .

CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

ST ANDARD CATEGORY

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

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

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

STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use

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

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Reading Standards for Literature Craft and Structure
ST ANDARD CATEGORY		•
ST ANDARD CATEGORY ST ANDARD GRADE LEVEL	.4. RL.4.6.	Craft and Structure Compare and contrast the point of view from which different stories are narrated, including the difference between
ST ANDARD CATEGORY ST ANDARD GRADE LEVEL EXPECTATION ST RAND / ST ANDARD	.4. RL.4.6. MI.CC.RL	Craft and Structure Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

ST RAND / ST ANDARD CATEGORY

STANDARD		Fluency	
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.	
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.	
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards	
STANDARD		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.	
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards	
STANDARD		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards	
STANDARD		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

	earch to Build and Present Knowledge
GRADE LEVEL W.4.9. Draw e	v evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION W.4.9(a) Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing

GRADE LEVELW.4.10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /MI.CC.SL. Speaking and Listening StandardsSTANDARD4.CATEGORY

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE LEVELSL.4.6.Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

L.4.4(a)

EXPECTATION

GRADE LEVEL EXPECTATIONL.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.	STANDARD	Vocabulary Acquisition and Use

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

STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use

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).

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Michigan Academic Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF 4.	. Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY

STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards

 STANDARD
 Conventions of Standard English

 GRADE LEVEL
 L.4.2.
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

STRAND / MI.CC.L.4 Language Standards .

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

GRADE LEVELRL.4.3.Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a
character's thoughts, words, or actions).

STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .4.
STANDARD	Craft and Structure

GRADE LEVEL	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between
EXPECTATION		first- and third-person narrations.

STRAND / STANDARD CATEGORY	MI.CC.RL Reading Standards for Literature .4.	
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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STRAND /
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STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

MI.CC.RF. Reading Standards: Foundational Skills

STRAND / STANDARD CATEGORY MI.CC.W. Writing Standards 4.

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

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

EXPECTATION W.4.9(a) Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing

GRADE LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXPECTATION		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /	MI.CC.SL. Speaking and Listening Standards
STANDARD	4.
CATEGORY	

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

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EXPECTATION SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY

MI.CC.SL. Speaking and Listening Standards 4.

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

EXPECTATION quantitatively, and orally.

STRAND / STANDARD CATEGORY	MI.CC.SL 4.	MI.CC.SL. Speaking and Listening Standards 4.	
STANDARD		Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	

STRAND / MI.CC.L.4 Language Standards STANDARD .

CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

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

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

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

STRAND / STANDARI CATEGOR	D.	Language Standards
STANDAR	D	Vocabulary Acquisition and Use

••••••		
GRADE LEVEL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including
EXPECTATION		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).

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

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

GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

STRAND /	MI.CC.RI. Reading Standards for Informational Text	
STANDARD	4.	
CATEGORY		

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical

texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND /	MI.CC.RF. Reading Standards: Foundational Skills
STANDARD	4.
CATEGORY	

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

EXPECTATION

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

STRAND / **MI.CC.W. Writing Standards STANDARD** 4. CATEGORY **STANDARD Research to Build and Present Knowledge** GRADE I EVEL W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes EXPECTATION and categorize information, and provide a list of sources. STRAND / **MI.CC.W. Writing Standards STANDARD** 4. CATEGORY **STANDARD** Research to Build and Present Knowledge **GRADE LEVEL** W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **EXPECTATION** EXPECTATION W.4.9(b) Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). STRAND / **MI.CC.W. Writing Standards STANDARD** 4. CATEGORY **STANDARD Range of Writing** GRADE I EVEL W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND / **MI.CC.SL. Speaking and Listening Standards** ST AND ARD 4. CATEGORY STANDARD **Comprehension and Collaboration** GRADE LEVEL SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, **EXPECTATION** quantitatively, and orally.

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

Michigan Academic Standards Language Arts

Grade 4 - Adopted: 2010

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

STRAND /	MI.CC.RI. Reading Standards for Informational Text
STANDARD	4.
CATEGORY	

STANDARD	Craft and Structure	
GRADE LEVEL RI.4.4 EXPECTATION	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a gr topic or subject area.	ade 4

GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF 4.	. Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION		Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	RF.4.4(c)	
EXPECTATION ST RAND / ST ANDARD	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION ST RAND / ST ANDARD CAT EGORY	RF.4.4(c) MI.CC.W. 4. W.4.2.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL	RF.4.4(c) MI.CC.W. 4. W.4.2.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes
EXPECTATION ST RAND / ST ANDARD CATEGORY ST ANDARD GRADE LEVEL EXPECT AT ION	RF.4.4(c) MI.CC.W. 4. W.4.2.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION	RF.4.4(c) MI.CC.W. 4. W.4.2. W.4.2(a)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION	RF.4.4(c) MI.CC.W. 4. W.4.2(a) W.4.2(a) W.4.2(b) W.4.2(d)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION EXPECTATION ST RAND / ST RAND / ST RAND /	RF.4.4(c) MI.CC.W. 4. W.4.2(a) W.4.2(b) W.4.2(d) MI.CC.W.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes

GRADE LEVELW.4.8.Recall relevant information from experiences or gather relevant information from print and digital sources; take notesEXPECTATIONand categorize information, and provide a list of sources.

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

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

support particular points in a text").

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / STANDARD CATEGORY	MI.CC.SL. Speaking and Listening Standards 4.

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

STANDARD **Conventions of Standard English** GRADE LEVEL EXPECTATION Demonstrate command of the conventions of standard English capitalization, punctuation, and L.4.2. spelling when writing. EXPECTATION L.4.2(a) Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards		
STANDARD		Knowledge of Language	
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.	
EXPECTATION	L.4.3(b)	Choose punctuation for effect.	
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards	
STANDARD		Vocabulary Acquisition and Use	
GRADE LEVEL 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.	
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 / STANDARD CATEGORY	MI.CC.L.4	Language Standards	

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

UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

Michigan Academic Standards Language Arts Grade 4 - Adopted: 2010

STRAND /	MI.CC.RI. Reading Standards for Informational Text
STANDARD	4.
CATEGORY	

STANDARD		Key Ideas and Details
GRADE LEVEL	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF. 4.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

STANDARD	Text Types and Purposes
GRADE LEVEL EXPECT ATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.	
	the
EXPECTATION W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	
STRAND /MI.CC.W. Writing StandardsSTANDARD4.CATEGORY	
ST ANDARD Production and Distribution of Writing	
GRADE LEVELW.4.4.Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	nd
GRADE LEVELW.4.5.With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.EXPECTATIONand editing.	,
GRADE LEVELW.4.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	as
STRAND /MI.CC.W. Writing StandardsSTANDARD4.CATEGORY	
STANDARD Research to Build and Present Knowledge	
GRADE LEVELW.4.8.Recall relevant information from experiences or gather relevant information from print and digital sources; take note and categorize information, and provide a list of sources.	S
STRAND /MI.CC.W. Writing StandardsSTANDARD4.CATEGORY	
STANDARD Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATIONW.4.9.Draw evidence from literary or informational texts to support analysis, reflection, and research.	
EXPECTATION W.4.9(b) Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence support particular points in a text").	to
STRAND /MI.CC.W. Writing StandardsSTANDARD4.CATEGORY	
STANDARD Range of Writing	
GRADE LEVELW.4.10.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
STRAND /MI.CC.SL. Speaking and Listening StandardsSTANDARD4.CATEGORY	
STANDARD Comprehension and Collaboration	

GRADE LEVELSL.4.2.Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,EXPECTATIONquantitatively, and orally.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

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

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

Michigan Academic Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF. 4.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND /	MI.CC.W.	Writing Standards

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.

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.

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

		Grade 4 - Adopted: 2010
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND /		Reading Standards for Informational Text
ST ANDARD CAT EGORY	4.	
		Integration of Knowledge and Ideas
CATEGORY		-
CATEGORY STANDARD GRADE LEVEL	4.	Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding
CATEGORY STANDARD GRADE LEVEL EXPECTATION	4. RI.4.7. RI.4.8.	Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CATEGORY ST ANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / ST RAND / ST ANDARD	 4. RI.4.7. RI.4.8. MI.CC.RI. 	Integration of Knowledge and Ideas Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text.

STRAND /

ST AND ARD CATEGORY

STANDARD

4.

MI.CC.W. Writing Standards

Research to Build and Present Knowledge

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

STANDARD	Kilowieuge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.4.3(a) Choose words and phrases to convey ideas precisely.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

EXPECTATION L4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Michigan Academic Standards Language Arts

Grade 4 - Adopted: 2010

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

STRAND /	MI.CC.RI. Reading Standards for Informational Text
STANDARD	4.
CATEGORY	

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / STANDARD	MI.CC.RI	. Reading Standards for Informational Text

CATEGORY	4.	
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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STRAND /MI.CC.RF. Reading Standards: Foundational SkillsSTANDARD4.CATEGORY
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STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

STANDARD		Text Types and Purposes
STANDARD		
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or
		speaking.

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

CATEGORY

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

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Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Reading Standards for Informational Text Craft and Structure
ST ANDARD CATEGORY		-
ST ANDARD CATEGORY ST ANDARD GRADE LEVEL	4 . RI.4.4.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4
ST ANDARD CATEGORY ST ANDARD GRADE LEVEL EXPECTATION ST RAND / ST ANDARD	4. RI.4.4. MI.CC.RI.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ST ANDARD CATEGORY ST ANDARD GRADE LEVEL EXPECTATION ST RAND / ST ANDARD CATEGORY	4. RI.4.4. MI.CC.RI.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Reading Standards for Informational Text
ST ANDARD CATEGORYST ANDARDGRADE LEVEL EXPECTATIONST RAND / ST ANDARD CATEGORYST ANDARD GRADE LEVEL	4. RI.4.4. MI.CC.RI. 4. RI.4.8.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Reading Standards for Informational Text Integration of Knowledge and Ideas
ST ANDARD CATEGORYST ANDARDGRADE LEVEL EXPECTATIONST RAND / ST ANDARD CATEGORYGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / ST RAND / ST RAND / ST RAND ARD	4. RI.4.4. MI.CC.RI. 4. RI.4.8. MI.CC.RI.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Reading Standards for Informational Text Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text.
ST ANDARD CAT EGORYST ANDARDGRADE LEVEL EXPECTATIONST RAND / ST ANDARD CAT EGORYGRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONST RAND / ST ANDARD CAT EGORY	4. RI.4.4. MI.CC.RI. 4. RI.4.8. MI.CC.RI.	Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Reading Standards for Informational Text Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text. Reading Standards for Informational Text

STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND /	MI.CC.L.4	Language Standards
ST ANDARD CAT EGORY		
	•	Conventions of Standard English
CATEGORY	L.4.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CATEGORY STANDARD GRADE LEVEL	L.4.2. L.4.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and
CATEGORY STANDARD GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION	L.4.2(a) L.4.2(d)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION STRAND / STANDARD	L.4.2(a) L.4.2(d)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
CATEGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION EXPECTATION ST RAND / ST RAND / ST ANDARD CATEGORY	L.4.2(a) L.4.2(d)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
CATEGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION ST AND / ST ANDARD CATEGORY ST ANDARD GRADE LEVEL	L.4.2(a) L.4.2(d) MI.CC.L.4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
CATEGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION ST AND ARD ST AND ARD GRADE LEVEL EXPECT ATION	L.4.2(a) L.4.2(d) MI.CC.L.4	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CATEGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION ST RAND / ST ANDARD CATEGORY ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION	L.4.2(a) L.4.2(d) MI.CC.L.4 L.4.3(a) L.4.3(b)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.

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

EXPECTATION	L.4.4(a)	Use context (e.a., defini	tions, examples, or resta	tements in text) as a clue to	the meaning of a word or phrase.

STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Michigan Academic Standards

Language Arts

Grade 4 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
ST RAND / ST ANDARD CAT EGORY	MI.CC.RL .4.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF. 4.	. Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

ST ANDARD CATEGORY

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

EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
EXPECTATION ST RAND / ST ANDARD CATEGORY		
ST RAND / ST ANDARD	MI.CC.W.	drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
STRAND / STANDARD CATEGORY	MI.CC.W.	drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards
ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL	MI.CC.W. 4. W.4.10.	drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION ST RAND / ST ANDARD	MI.CC.W. 4. W.4.10. MI.CC.SL.	drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION ST RAND / ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 4. W.4.10. MI.CC.SL.	drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
ST RAND / ST ANDARD CATEGORY ST ANDARD GRADE LEVEL EXPECTATION ST ANDARD CATEGORY ST ANDARD GRADE LEVEL	MI.CC.W. 4. W.4.10. MI.CC.SL. 4. SL.4.2.	drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,
ST RAND / ST ANDARD CAT EGORY ST ANDARD GRADE LEVEL EXPECTATION ST ANDARD ST ANDARD GRADE LEVEL EXPECTATION ST RAND / ST ANDARD	MI.CC.W. 4. W.4.10. MI.CC.SL. 4. SL.4.2.	drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL 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.
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 / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION		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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

STRAND /
STANDARD
CATEGORY

STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

EXPECTATION

STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL EXPECTATION	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF 4.	Reading Standards: Foundational Skills
STANDARD		Fluency

GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /	MI.CC.SL. Speaking and Listening Standards
STANDARD	4.
CATEGORY	

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

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

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

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

STRAND / MI.CC.L.4 Language Standards

ST ANDARD CATEGORY

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

e or clarify the meaning of unknown and multiple-meaning words and phrases based on grade and content, choosing flexibly from a range of strategies.

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

STRAND7 STANDARD CATEGORY	4.	Reading Standards for informational Lext
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL EXPECTATION	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF 4.	Reading Standards: Foundational Skills

STRAND /

STANDARD

Fluency

MI.CC.RI. Reading Standards for Informational Text

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

ST ANDARD CATEGORY

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ST RAND / ST ANDARD CAT EGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards

STANDARD	Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing

GRADE LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXPECTATION		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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STRAND /MI.CC.SL. Speaking and Listening StandardsSTANDARD4.CATEGORY
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STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards

STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL S	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	•
CATEGORY	

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

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

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

STRAND / MI.CC.L.4 Language Standards

ST ANDARD CATEGORY

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

e or clarify the meaning of unknown and multiple-meaning words and phrases based on grade and content, choosing flexibly from a range of strategies.

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

STRAND7 STANDARD CATEGORY	4.	Reading Standards for informational Lext
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL EXPECTATION	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD CATEGORY	MI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / STANDARD CATEGORY	MI.CC.RF 4.	Reading Standards: Foundational Skills

STRAND /

STANDARD

Fluency

MI.CC.RI. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.	
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.	
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards	
STANDARD		Text Types and Purposes	
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,	

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

EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
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STRAND /	MI.CC.W.	Writing	Standards
STANDARD	4.		
CATEGORY			

STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

STRAND /	MI.CC.W.	Writing	Standards
STANDARD	4.		
CATEGORY			

ST ANDARD Research to Build and Present Knowledge		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

STRAND /	MI.CC.W.	Writing Standards
STANDARD	4.	
CATEGORY		

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

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

STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND /	MI.CC.SL.	Speaking	and	Listening	Standards
STANDARD	4.				

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EXPECTATION

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

STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

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

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

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

STRAND / MI.CC.L.4 Language Standards

ST ANDARD CATEGORY

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

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

STRAND / MI.CC.L.4 Language Standards STANDARD . CATEGORY

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

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STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

Use correct capitalization.

STRAND / MI.CC.L.4 Language Standards STANDARD .

L.4.2(a)

CATEGORY

EXPECTATION

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use

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

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Michigan Academic Standards Language Arts

Grade 4 - Adopted: 2010

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

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

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

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

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

STRAND / MI.CC.W. Writing Standards STANDARD 4. CATEGORY

STANDARD Text Types and Purposes W.4.3. **GRADE LEVEL** Write narratives to develop real or imagined experiences or events using effective technique, **EXPECTATION** descriptive details, and clear event sequences. **EXPECTATION** W.4.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. EXPECTATION W.4.3(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. **EXPECTATION** W.4.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely. STRAND / **MI.CC.W. Writing Standards STANDARD** 4. CATEGORY ST AND ARD **Production and Distribution of Writing GRADE LEVEL** W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, **EXPECTATION** and editing **GRADE LEVEL** W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as **EXPECTATION** well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. STRAND / **MI.CC.W. Writing Standards STANDARD** 4. CATEGORY **STANDARD Range of Writing** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a GRADE I EVEL W.4.10 **EXPECTATION** single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

 STRAND / STANDARD CATEGORY
 MI.CC.SL. Speaking and Listening Standards

 ST ANDARD
 Comprehension and Collaboration

 GRADE LEVEL EXPECTATION
 SL.4.2.
 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188
		Michigan Academic Standards
		Language Arts
		Grade 4 - Adopted: 2010
STRAND / STANDARD	MI.CC.W. 4.	Writing Standards

CATEGORY

STANDARD

Text Types and Purposes

GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.

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

	EXPECTATION	L.4.1(†)	Produce complete sentences, recognizing and correcting inappropriate tragments and run-ons.
CRADE LEVEL EXPECTATION L4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. EXPECTATION L4.2(a) Use correct capitalization. EXPECTATION L4.2(d) Spell grade-appropriate words correctly, consulting references as needed. STANDARD MI.CC.L.4 Language Standards STANDARD Knowledge of Language GRADE LEVEL EXPECTATION L4.3(a) Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION L4.3(a) Choose words and phrases to convey ideas precisely. EXPECTATION L4.3(b) Choose punctuation for effect. STANDARD MI.CC.L.4 Language Standards STANDARD Choose punctuation for effect. STANDARD Choose punctuation for effect. STANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic	STANDARD	MI.CC.L.4	Language Standards
EXPECT ATION spelling when writing. EXPECTATION L4.2(a) Use correct capitalization. EXPECTATION L4.2(d) Spell grade-appropriate words correctly, consulting references as needed. STRAND / STANDARD MI.CC.L4 CRADE LEVEL EXPECTATION L4.3(a) Vise knowledge of Language GRADE LEVEL EXPECTATION L4.3(a) Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION L4.3(a) Choose words and phrases to convey ideas precisely. EXPECTATION L4.3(b) Choose punctuation for effect. STANDARD MI.CC.L4 STANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir those that signal precise actions, or states of being (e.g., quizzed, whined, stammered) and that are basid	STANDARD		Conventions of Standard English
EXPECTATION L4.2(d) Spell grade-appropriate words correctly, consulting references as needed. STANDARD MI.CC.L.4 Language Standards STANDARD Knowledge of Language GRADE LEVEL EXPECTATION L4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION L4.3(a) Choose words and phrases to convey ideas precisely. EXPECTATION L4.3(b) Choose punctuation for effect. STANDARD STANDARD MI.CC.L.4 Language Standards STANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic		L.4.2.	
STRAND / STANDARD CATEGORY MI.CC.L.4 Language Standards ST ANDARD Knowledge of Language GRADE LEVEL EXPECT ATION L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECT ATION L.4.3(a) Choose words and phrases to convey ideas precisely. EXPECTATION L.4.3(b) Choose punctuation for effect. STAND / STANDARD MI.CC.L.4 Language Standards STANDARD CATEGORY Vocabulary Acquisition and Use GRADE LEVEL L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic	EXPECTATION	L.4.2(a)	Use correct capitalization.
STANDARD CATEGORY Knowledge of Language STANDARD Knowledge of Language GRADE LEVEL EXPECTATION L4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION L4.3(a) Choose words and phrases to convey ideas precisely. EXPECTATION L4.3(b) Choose punctuation for effect. STANDARD MI.CC.L.4 Language Standards STANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includin those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic	EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
GRADE LEVEL EXPECTATION L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION L.4.3(a) Choose words and phrases to convey ideas precisely. EXPECTATION L.4.3(b) Choose punctuation for effect. STRAND / STANDARD MI.CC.L.4 Language Standards ST ANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.4.6.	STANDARD	MI.CC.L.4	Language Standards
EXPECT ATION L4.3(a) Choose words and phrases to convey ideas precisely. EXPECTATION L4.3(a) Choose words and phrases to convey ideas precisely. EXPECTATION L4.3(b) Choose punctuation for effect. STRAND / STANDARD CATEGORY MI.CC.L.4 Language Standards ST ANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic	STANDARD		Knowledge of Language
EXPECTATION L.4.3(b) Choose punctuation for effect. ST RAND / ST ANDARD CAT EGORY MI.CC.L.4 Language Standards ST ANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic		L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ST RAND / ST ANDARD CAT EGORY MI.CC.L.4 Language Standards ST ANDARD Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic	EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
ST ANDARD Vocabulary Acquisition and Use ST ANDARD Vocabulary Acquisition and Use GRADE LEVEL L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic	EXPECTATION	L.4.3(b)	Choose punctuation for effect.
GRADE LEVEL L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir EXPECTATION those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic	STANDARD	MI.CC.L.4	Language Standards
EXPECTATION those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic	STANDARD		Vocabulary Acquisition and Use
		L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION W.4.2(e) Provide a concluding statement or section related to the information or explanation p	presented.
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STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXPECTATION	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Range of Writing
GRADE LEVEL EXPECTATION	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD CATEGORY	MI.CC.SL. 4.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / STANDARD CATEGORY	MI.CC.L.4	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

STRAND /	MI.CC.L.4 Language Standards
STANDARD	
CATEGORY	

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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STRAND /	MI.CC.W. Writing Standards
STANDARD	4.
CATEGORY	

STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD CATEGORY	MI.CC.W. 4.	Writing Standards
STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION W.4.1. Produce clear and coherent witing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL EXPECTATION W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and edfing. GRADE LEVEL EXPECTATION W.4.6. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and edfing. GRADE LEVEL EXPECTATION W.4.6. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and edfing. STRAND / CATEGORY W.4.6. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. STRAND / CATEGORY MLCC.W. Writing Standards STRAND / CATEGORY W.4.10. Write routinely over extended time fames (time for research, reflection, and aevision) and shorter time fames (a single sling or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND / CATEGORY MLCC.SL. Speaking and Listening Standards STRAND / CATEGORY MLCC.L.4. Demonstrate command of the conventions of standard English for masks, including visually, quantilatively, and orally. STRAND / STANDARD			
EXPECTATION and editing. GRADE LEVEL W4.6. With some guidance and support form adults, use technology, including the Internet, to produce and publish witing as well as to internet and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. STRAND / STANDARD MLCC.W. Writing Standards STANDARD Range of Writing GRADE LEVEL W4.10. Wite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STANDARD MLCC.SL.Speaking and Listening Standards 4. Comprehension and Collaboration GRADE LEVEL SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STANDARD Conventions of Standard English GRADE LEVEL SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STANDARD Conventions of Standard English EXPECTATION EXPECTATION L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L4.1(d) Order adjectives within sen		W.4.4.	
EXPECTATION well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. STANDARD A. STANDARD A. STANDARD MLCC.W. Writing Standards STANDARD MLCC.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STANDARD MLCC.SL. Speaking and Listening Standards STANDARD Comprehension and Collaboration STANDARD SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STANDARD MLCC.L4 Language Standards STANDARD Conventions of Standard English STANDARD Conventions of Standard English STANDARD Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L4.1(e) Form and use prepositional phrases. EXPECTATION L4.1(f) Preduce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND/T MLCC.L4 Language Standards Standard English		W.4.5.	
STANDARD 4. STANDARD Range of Writing GRADE LEVEL W4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND / STANDARD MI.CC.SL. Speaking and Listening Standards STANDARD Comprehension and Collaboration GRADE LEVEL SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STANDARD MI.CC.L4 Language Standards STANDARD Conventions of Standard English GRADE LEVEL L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD L4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L4.1(d) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND / STANDARD L4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		W.4.6.	
GRADE LEVEL EXPECTATION W.4.10. Wite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND / STANDARD MLCC.SL.Speaking and Listening Standards STANDARD Comprehension and Collaboration GRADE LEVEL EXPECTATION SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formatis, including visually, quantitatively, and orally. STRAND / STANDARD MLCC.LL Language Standards Demonstrate command of the conventions of standard English GRADE LEVEL EXPECTATION L4.1() Demonstrate command of the conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L4.1(i) Form and use prepositional phrases. Expectation EXPECTATION L4.1(i) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	STANDARD		Writing Standards
EXPECTATION single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. STRAND / STANDARD MLCC.SL. Speaking and Listening Standards STANDARD Comprehension and Collaboration GRADE LEVEL EXPECTATION SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STANDARD Conventions of standard English STANDARD Conventions of Standard English GRADE LEVEL EXPECTATION L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND / STANDARD MLCC.L4 Language Standards	STANDARD		Range of Writing
STANDARD 4. STANDARD Comprehension and Collaboration GRADE LEVEL SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STRAND / MI.CC.L.4 Language Standards STANDARD Conventions of Standard English GRADE LEVEL L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. STANDARD Content adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L4.1(e) Form and use prepositional phrases. EXPECTATION L4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND / STANDARD MI.CC.L4 Language Standards		W.4.10.	
GRADE LEVEL EXPECTATION SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. STRAND / STANDARD MI.CC.L.4 Language Standards GRADE LEVEL CATEGORY Conventions of Standard English GRADE LEVEL EXPECTATION L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.4.1.d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L.4.1(e) Form and use prepositional phrases. EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND / STANDARD MI.CC.L4 Language Standards	STANDARD		Speaking and Listening Standards
EXPECTATION quantitatively, and orally. ST RAND / ST ANDARD MI.CC.L.4 Language Standards ST ANDARD Conventions of Standard English GRADE LEVEL EXPECT ATION L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L4.1(e) Form and use prepositional phrases. EXPECTATION L4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND / STANDARD MI.CC.L.4 Language Standards	STANDARD		Comprehension and Collaboration
ST ANDARD CATEGORY Conventions of Standard English ST ANDARD Conventions of Standard English GRADE LEVEL EXPECTATION L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L4.1(e) Form and use prepositional phrases. EXPECTATION L4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND/ STANDARD MI.CC.L4 Language Standards		SL.4.2.	
GRADE LEVEL EXPECTATION L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L.4.1(e) Form and use prepositional phrases. EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND / STANDARD MI.CC.L.4 Language Standards	STANDARD	MI.CC.L.4	Language Standards
EXPECT AT ION speaking. EXPECTATION L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). EXPECTATION L.4.1(e) Form and use prepositional phrases. EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND / STANDARD MI.CC.L.4 Language Standards	STANDARD		Conventions of Standard English
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EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. STRAND / MI.CC.L.4 Language Standards STANDARD .	EXPECTATION	L.4.1(d)	
STRAND / MI.CC.L.4 Language Standards STANDARD .	EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
STANDARD .	EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	STANDARD	MI.CC.L.4	Language Standards

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

ST RAND / ST ANDARD CAT EGORY

STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
STRAND / STANDARD CATEGORY	MI.CC.L.4 Language Standards	
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic

to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).