

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 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.

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

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. Writing Standards 4.**

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.**

STANDARD		Research to Build and Present Knowledge
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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. Writing Standards 4.**

STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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. Speaking and Listening Standards 4.**

STANDARD		Comprehension and Collaboration
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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.
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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. Speaking and Listening Standards**
4.

STANDARD		Comprehension and Collaboration
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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. Speaking and Listening Standards**
4.

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

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

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

STANDARD		Key Ideas and Details
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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.
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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.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD		Craft and Structure
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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.
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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.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 4.**

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

STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 4.**

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

STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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. Writing Standards 4.**

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.**

STANDARD		Research to Build and Present Knowledge
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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.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

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

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
4.

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 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. 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 / STANDARD CATEGORY **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(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**
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STANDARD		Vocabulary Acquisition and Use
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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.
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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
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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 3 Page 23-30

**Michigan Academic Standards
Language Arts
Grade 4 - Adopted: 2010**

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

STANDARD		Key Ideas and Details
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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 Reading Standards for Literature
4.

STANDARD		Craft and Structure
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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 Reading Standards for Literature
4.

STANDARD		Range of Reading and Level of Text Complexity
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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. Reading Standards: Foundational Skills
4.

STANDARD		Fluency
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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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards**
4.

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
4.

STANDARD		Comprehension and Collaboration
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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.
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EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
4.

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

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

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

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

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

STANDARD		Vocabulary Acquisition and Use
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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 / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature**
.4.

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 Reading Standards for Literature**
.4.

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 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.

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

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. 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.
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EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Research to Build and Present Knowledge
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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.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

STANDARD		Comprehension and Collaboration
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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.
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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. 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 / 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 / STANDARD CATEGORY **MI.CC.L.4 Language Standards**
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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**
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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**
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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).

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).

**Michigan Academic Standards
Language Arts
Grade 4 - Adopted: 2010**

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

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. Reading Standards for Informational Text 4.**

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

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

STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 4.**

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

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

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 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 CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

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
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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. Speaking and Listening Standards**
4.

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

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.4.2(a) Use correct capitalization.

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

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

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 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

**Michigan Academic Standards
Language Arts
Grade 4 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature .4.**

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 Reading Standards for Literature .4.**

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 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.

**STRAND /
STANDARD
CATEGORY**

**MI.CC.RF. Reading Standards: Foundational Skills
4.**

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. 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. Writing Standards
4.**

STANDARD		Production and Distribution of Writing
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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. Writing Standards
4.**

STANDARD		Research to Build and Present Knowledge
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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. Writing Standards**
4.

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. Writing Standards**
4.

STANDARD		Range of Writing
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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.4.1.	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
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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. Speaking and Listening Standards**
4.

STANDARD		Presentation of Knowledge and Ideas
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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 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.

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
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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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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 Reading Standards for Literature**
.4.

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 Reading Standards for Literature**
.4.

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 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.

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

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. 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.
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EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Research to Build and Present Knowledge
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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.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
4.

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 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. 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 / STANDARD CATEGORY **MI.CC.L.4 Language Standards**
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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**
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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.
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EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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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.
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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 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

**Michigan Academic Standards
Language Arts
Grade 4 - Adopted: 2010**

STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature**
.4.

STANDARD		Key Ideas and Details
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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.
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GRADE LEVEL EXPECTATION	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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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).
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STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature**
4.

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

STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
4.

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

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

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 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 CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

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
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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. Speaking and Listening Standards**
4.

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

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.4.2(a) Use correct capitalization.

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

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

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 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

**Michigan Academic Standards
Language Arts
Grade 4 - Adopted: 2010**

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

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 4.**

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

STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 4.**

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

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

STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
4.

STANDARD		Research to Build and Present Knowledge
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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. Writing Standards**
4.

STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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. Writing Standards**
4.

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

STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**
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STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.4.2(a) Use correct capitalization.

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
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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. Reading Standards for Informational Text**
4.

STANDARD		Key Ideas and Details
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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. Reading Standards for Informational Text**
4.

STANDARD		Craft and Structure
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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.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 4.**

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

STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 4.**

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

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

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 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 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 / 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.
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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).

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

STANDARD		Craft and Structure
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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.
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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.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 4.**

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

STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills 4.**

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

STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 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 CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

STANDARD		Comprehension and Collaboration
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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.
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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.

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

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 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.

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

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. Writing Standards 4.

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. Writing Standards 4.

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.

STANDARD		Research to Build and Present Knowledge
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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. Writing Standards 4.

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. Writing Standards 4.

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

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

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

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

EXPECTATION L.4.3(b) Choose punctuation for effect.

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

STANDARD		Vocabulary Acquisition and Use
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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.
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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
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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 / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD		Key Ideas and Details
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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.
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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.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD		Craft and Structure
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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.
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STRAND / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 4.**

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

STANDARD		Range of Reading and Level of Text Complexity
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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 / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
4.

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. Writing Standards**
4.

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. Writing Standards**
4.

STANDARD		Production and Distribution of Writing
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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. Writing Standards**
4.

STANDARD		Research to Build and Present Knowledge
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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. Writing Standards**
4.

STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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. Writing Standards 4.**

STANDARD		Range of Writing
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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
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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
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GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

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

STANDARD		Key Ideas and Details
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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. Reading Standards for Informational Text 4.

STANDARD		Craft and Structure
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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 / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text**
4.

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. Reading Standards for Informational Text**
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.

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

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. Writing Standards**
4.

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. Writing Standards**
4.

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.**

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

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.
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EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 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.
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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.
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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.
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EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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.

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 / 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).

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

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).
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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.

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

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. Reading Standards for Informational Text 4.**

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

STANDARD		Integration of Knowledge and Ideas
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. Reading Standards for Informational Text 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.

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

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. 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.

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

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.

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. Writing Standards 4.

STANDARD		Range of Writing
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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
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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
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GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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

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

EXPECTATION L.4.3(b) Choose punctuation for effect.

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

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

STANDARD	Vocabulary Acquisition and Use
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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
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STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature**
4.

STANDARD	Key Ideas and Details
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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.
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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).
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STRAND / STANDARD CATEGORY **MI.CC.RL Reading Standards for Literature**
4.

STANDARD	Range of Reading and Level of Text Complexity
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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 / STANDARD CATEGORY **MI.CC.RF. Reading Standards: Foundational Skills**
4.

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

STANDARD	Text Types and Purposes
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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.
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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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 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 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 / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

STANDARD	Conventions of Standard English	
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GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.4.1(d) Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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	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).

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

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 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.

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

STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION RF.4.4(a) Read on-level text with purpose and understanding.

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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 4.**

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. Writing Standards 4.**

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").
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

STANDARD		Comprehension and Collaboration
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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.
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EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

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

STANDARD		Presentation of Knowledge and Ideas
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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.
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STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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.
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EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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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.
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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).

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

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 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.

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

STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION RF.4.4(a) Read on-level text with purpose and understanding.

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. Writing Standards 4.**

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. Writing Standards 4.**

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.**

STANDARD		Research to Build and Present Knowledge
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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. Writing Standards 4.**

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").
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

STANDARD		Comprehension and Collaboration
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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.
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EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

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

STANDARD		Presentation of Knowledge and Ideas
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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.
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STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

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

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

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

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

STANDARD		Vocabulary Acquisition and Use
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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 / STANDARD CATEGORY **MI.CC.RI. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 4.**

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. Reading Standards for Informational Text 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.

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

STANDARD		Fluency
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GRADE LEVEL EXPECTATION	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION RF.4.4(a) Read on-level text with purpose and understanding.

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. Writing Standards 4.**

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. Writing Standards 4.**

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.**

STANDARD		Research to Build and Present Knowledge
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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. Writing Standards 4.**

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").
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

STANDARD		Comprehension and Collaboration
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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.
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EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

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

STANDARD		Presentation of Knowledge and Ideas
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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.
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STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

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

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

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

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

STANDARD		Vocabulary Acquisition and Use
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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 / STANDARD CATEGORY **MI.CC.W. Writing Standards**
4.

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. Writing Standards**
4.

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. Writing Standards**
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 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 / STANDARD CATEGORY **MI.CC.L.4 Language Standards**
4.

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).

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

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.
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EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
4.

STANDARD		Text Types and Purposes
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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.
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EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
4.

STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
4.

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards**
4.

STANDARD		Comprehension and Collaboration
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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.
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STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**
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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).

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

STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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. Writing Standards 4.**

STANDARD		Production and Distribution of Writing
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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. Writing Standards 4.**

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

STANDARD		Comprehension and Collaboration
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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.
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STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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).

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

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

STANDARD		Production and Distribution of Writing
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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.)
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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.
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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.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards 4.**

STANDARD		Range of Writing
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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.
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STRAND / STANDARD CATEGORY **MI.CC.SL. Speaking and Listening Standards 4.**

STANDARD		Comprehension and Collaboration
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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.
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STRAND / STANDARD CATEGORY **MI.CC.L.4 Language Standards**

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

STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.4.2(a)	Use correct capitalization.
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EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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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.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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.W. Writing Standards**
4.

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.
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EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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STRAND / STANDARD CATEGORY **MI.CC.W. Writing Standards**
4.

STANDARD		Production and Distribution of Writing
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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. Writing Standards**
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 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 / STANDARD CATEGORY **MI.CC.L.4 Language Standards**
4.

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**
4.

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).