

Structure and Style for Students

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

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

THEME **Reading Informational Text**

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

THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	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.
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	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.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9b.	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”).

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	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.
OBJECTIVE	SL.4.1a.	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.
OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1c.	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.
OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

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

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	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.

STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.4.3c.	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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THEME Language

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

OBJECTIVE	L.4.4a.	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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THEME Language

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

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

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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STANDARD	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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THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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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STANDARD	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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THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	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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STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.4.2a.	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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OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD 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.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE W.4.9b. 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”).

THEME Writing

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

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE SL.4.1a. 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.

OBJECTIVE SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE SL.4.1c. 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.

OBJECTIVE SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

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

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD 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.

STANDARD SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

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

THEME Language

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

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD 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

**Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016**

THEME Reading Literature

SUBJECT		Key Ideas and Details
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STANDARD 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.

STANDARD RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

STANDARD 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).

THEME Reading Literature

SUBJECT		Craft and Structure
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STANDARD 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.

THEME Reading Literature

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

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

OBJECTIVE	W.4.3a.	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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OBJECTIVE	W.4.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME **Writing**

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

OBJECTIVE	W.4.9a.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.4.1a.	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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OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.4.1c.	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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OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	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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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

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

THEME Language

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

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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).

THEME Reading Literature

SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

STANDARD	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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THEME Reading Literature

SUBJECT		Craft and Structure
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STANDARD	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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THEME Reading Literature

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME Reading Foundational Skills

SUBJECT		Fluency
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STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	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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OBJECTIVE	W.4.3a.	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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OBJECTIVE	W.4.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9a.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.4.1a.	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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OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.4.1c.	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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OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	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.
STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

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

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

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

THEME Language

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

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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).

Mississippi College & Career Readiness Standards
Language Arts
 Grade 4 - Adopted: 2016

THEME **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

THEME **Reading Informational Text**

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

THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	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.
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THEME **Writing**

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

OBJECTIVE	W.4.2a.	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.
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STANDARD	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.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9b.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad 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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.4.1a.	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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OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.4.1c.	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.
OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	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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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
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OBJECTIVE	L.4.3b.	Choose punctuation for effect.
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OBJECTIVE	L.4.3c.	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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THEME Language

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

OBJECTIVE	L.4.4a.	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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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME Reading Literature

SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STANDARD	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).

THEME Reading Literature

SUBJECT		Craft and Structure
STANDARD	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.

THEME Reading Literature

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME Reading Foundational Skills

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	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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OBJECTIVE	W.4.3a.	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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OBJECTIVE	W.4.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9a.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	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.

OBJECTIVE	SL.4.1a.	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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OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.4.1c.	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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OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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THEME **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME **Speaking and Listening**

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	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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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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THEME **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
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OBJECTIVE	L.4.3b.	Choose punctuation for effect.
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OBJECTIVE	L.4.3c.	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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THEME Language

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

OBJECTIVE	L.4.4a.	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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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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 7 Page 53-60

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME Reading Literature

SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
STANDARD	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).

THEME Reading Literature

SUBJECT		Craft and Structure
STANDARD	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.

THEME **Reading Literature**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THEME **Writing**

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

THEME **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STANDARD	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.

THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	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.

THEME **Writing**

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

OBJECTIVE W.4.9a. 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].").

THEME Writing

SUBJECT		Range of Writing
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STANDARD 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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE SL.4.1a. 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.

OBJECTIVE SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE SL.4.1c. 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.

OBJECTIVE SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

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

THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD 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.

STANDARD SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)

THEME Language

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

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

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

THEME Language

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

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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

Mississippi College & Career Readiness Standards

Language Arts

Grade 4 - Adopted: 2016

THEME Reading Literature

SUBJECT		Key Ideas and Details
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STANDARD 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.

STANDARD RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

STANDARD 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).

THEME **Reading Literature**

SUBJECT		Craft and Structure
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STANDARD	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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THEME **Reading Literature**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	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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OBJECTIVE	W.4.3a.	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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OBJECTIVE	W.4.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE	W.4.3e.	Provide a conclusion that follows from the narrated experiences or events.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9a.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.4.1a.	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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OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.4.1c.	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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OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	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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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

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

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

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

THEME Language

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

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Craft and Structure
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STANDARD	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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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	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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STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.4.2a.	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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OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STANDARD	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.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	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.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9b.	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”).

THEME Writing

SUBJECT		Range of Writing
STANDARD	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.

THEME Speaking and Listening

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

THEME Language

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

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

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

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
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OBJECTIVE	L.4.4a.	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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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	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 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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STANDARD	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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THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	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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STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

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

OBJECTIVE	W.4.2a.	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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OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9b.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad 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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

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

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
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OBJECTIVE	L.4.4a.	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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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	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 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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STANDARD	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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THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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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STANDARD	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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THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	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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STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THEME **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2a.	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.
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

THEME **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STANDARD	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.

THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	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.

THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9b.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad 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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

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

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
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OBJECTIVE	L.4.4a.	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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THEME **Language**

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	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 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME **Reading Informational Text**

SUBJECT		Key Ideas and Details
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STANDARD	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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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Craft and Structure
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STANDARD	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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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	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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STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME Writing

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

OBJECTIVE	W.4.2a.	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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OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

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

OBJECTIVE	W.4.9b.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

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

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

OBJECTIVE	L.4.4a.	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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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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).

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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STANDARD	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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THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	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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THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	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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STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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THEME Reading Informational Text

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME Reading Foundational Skills

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME Writing

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

OBJECTIVE	W.4.2a.	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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OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STANDARD	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.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	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.

THEME Writing

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

OBJECTIVE W.4.9b. 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”).

THEME Writing

SUBJECT		Range of Writing
STANDARD	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.

THEME Speaking and Listening

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

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

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

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

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

THEME Language

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

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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OBJECTIVE L.4.5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD 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).

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD 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.

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

THEME **Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	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.

THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	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.
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THEME **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2a.	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.
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

THEME **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	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.)

STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9b.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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).

**Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016**

THEME Reading Literature

SUBJECT		Key Ideas and Details
STANDARD	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.

STANDARD	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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THEME Reading Literature

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Craft and Structure
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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	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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OBJECTIVE	W.4.3a.	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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OBJECTIVE	W.4.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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THEME **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STANDARD	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.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.4.9a.	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].”).
OBJECTIVE	W.4.9b.	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”).

THEME Writing

SUBJECT		Range of Writing
STANDARD	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.

THEME Speaking and Listening

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

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.4.2a.	Use correct capitalization.

OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

OBJECTIVE	L.4.4a.	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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THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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 5: WRITING FROM PICTURES Week 16 Page 131-138

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME Reading Literature

SUBJECT		Key Ideas and Details
STANDARD	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.
STANDARD	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).

THEME Reading Literature

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME Reading Foundational Skills

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	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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OBJECTIVE	W.4.3a.	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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OBJECTIVE	W.4.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9a.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

THEME Language

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

THEME Language

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

THEME Language

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

THEME Language

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

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

Mississippi College & Career Readiness Standards

Language Arts

Grade 4 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	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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STANDARD	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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THEME **Reading Informational Text**

SUBJECT		Craft and Structure
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STANDARD	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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STANDARD	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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STANDARD	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.
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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	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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STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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STANDARD	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	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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THEME **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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THEME **Writing**

SUBJECT		Text Types and Purposes
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STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.4.2a.	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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OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	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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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9b.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad 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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.4.1a.	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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OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.4.1c.	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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OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
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OBJECTIVE	L.4.3b.	Choose punctuation for effect.
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OBJECTIVE	L.4.3c.	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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THEME Language

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

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

THEME Language

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

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

Mississippi College & Career Readiness Standards**Language Arts**

Grade 4 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD 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.

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

THEME Reading Informational Text

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

STANDARD 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.

STANDARD 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.

THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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STANDARD 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.

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

STANDARD RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THEME **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2a.	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.
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

THEME **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STANDARD	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.

THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	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.

THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.4.9b.	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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THEME Writing

SUBJECT		Range of Writing
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STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad 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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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OBJECTIVE	SL.4.1a.	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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OBJECTIVE	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.4.1c.	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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OBJECTIVE	SL.4.1d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

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

THEME Language

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

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

THEME Language

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

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

**Mississippi College & Career Readiness Standards
Language Arts**

Grade 4 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD 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.

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

THEME Reading Informational Text

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

THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	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.
STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
STANDARD	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

THEME Reading Informational Text

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	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.

THEME Reading Foundational Skills

SUBJECT		Fluency
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.4.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2a.	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.
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STANDARD	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.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	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.

THEME Writing

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

OBJECTIVE W.4.9b. 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”).

THEME Writing

SUBJECT		Range of Writing
STANDARD	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.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	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.

OBJECTIVE SL.4.1a. 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.

OBJECTIVE SL.4.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE SL.4.1c. 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.

OBJECTIVE SL.4.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
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OBJECTIVE	L.4.3b.	Choose punctuation for effect.
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OBJECTIVE	L.4.3c.	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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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
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OBJECTIVE	L.4.4a.	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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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	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 7: INVENTIVE WRITING Week 20 Page 171-176

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE	W.4.2a.	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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OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Language

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

OBJECTIVE L.4.1e. Form and use prepositional phrases.

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

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.4.2a. Use correct capitalization.

OBJECTIVE L.4.2d. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.4.3a. Choose words and phrases to convey ideas precisely.

OBJECTIVE L.4.3b. Choose punctuation for effect.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD 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).

THEME Writing

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

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

OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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THEME Writing

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

OBJECTIVE	W.4.3a.	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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OBJECTIVE	W.4.3b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

SUBJECT		Vocabulary Acquisition and Use
STANDARD	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).

**Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016**

THEME Writing

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

OBJECTIVE	W.4.2a.	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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OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	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.)

STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

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

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

UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

Mississippi College & Career Readiness Standards
Language Arts
 Grade 4 - Adopted: 2016

THEME Writing

SUBJECT	Text Types and Purposes	
STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.4.2a.	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.
OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.

THEME Writing

SUBJECT	Production and Distribution of Writing	
STANDARD	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.)
STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
STANDARD	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.

THEME Writing

SUBJECT	Range of Writing	
STANDARD	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.

THEME Speaking and Listening

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

THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

THEME Language

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

THEME Language

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

THEME Language

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

UNIT 7: INVENTIVE WRITING Week 24 Page 199-201

Mississippi College & Career Readiness Standards
Language Arts
Grade 4 - Adopted: 2016

THEME Writing

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

OBJECTIVE	W.4.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.4.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.4.2e.	Provide a concluding statement or section related to the information or explanation presented.
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THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	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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STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
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STANDARD	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.
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THEME Writing

SUBJECT		Range of Writing
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STANDARD	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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THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	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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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.4.1d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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OBJECTIVE	L.4.1e.	Form and use prepositional phrases.
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OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.4.2a.	Use correct capitalization.
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OBJECTIVE	L.4.2d.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	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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