$\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$

Secondary Criteria: Mississippi College & Career Readiness Standards

Subject: Language Arts

Grade: 4

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. 2010
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 selficorrect 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 103 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 (onellonlone, in groups, and teacherlied) 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.)
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).
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 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
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.
ГНЕМЕ		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 technicates, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
ГНЕМЕ		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 selficorrect word recognition and understanding, rereading as necessary.
ГНЕМЕ		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 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.
		Mark
ГНЕМЕ		Writing
SUBJECT		Production and Distribution of Writing
	W.4.4.	
SUBJECT	W.4.4. W.4.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, a audience. (Grade specific expectations for writing types are defined in standards 1–3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising
SUBJECT STANDARD		Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, a audience. (Gradelispecific expectations for writing types are defined in standards 1–3 above.) 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 103 up to and including

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) 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
STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) 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.)

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
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
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

Compare and contrast the point of view from which different stories are narrated, including the difference between

SUBJECT

STANDARD

THEME

SUBJECT

RL.4.6.

Craft and Structure

Reading Literature

 $\label{linear_person} \textit{first} \verb|| \ \textit{and third} \verb|| \textit{person narrations}.$

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 to complexity band proficiently, with scaffolding as needed at the high end of the range.
ГНЕМЕ		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 selficorrect word recognition and understanding, rereading as necessary.
ГНЕМЕ		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 situation
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.
ГНЕМЕ		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, a 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 103 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 well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
ГНЕМЕ		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 note and categorize information, and provide a list of sources.
ГНЕМЕ		Writing
SUBJECT		Research to Build and Present Knowledge

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
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
STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlied) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their ow 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.)
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.
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 2: WRITING FROM NOTES Week 4 Page 31-38
		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 gradellevel text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
OBJECTIVE THEME	RF.4.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing
	RF.4.4c.	
THEME	RF.4.4c.	Writing
THEME		Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
THEME SUBJECT STANDARD	W.4.3.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
THEME SUBJECT STANDARD OBJECTIVE	W.4.3. W.4.3a.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	W.4.3a. W.4.3b.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	W.4.3a. W.4.3b. W.4.3d.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely.
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THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE OBJECTIVE THEME	W.4.3a. W.4.3b. W.4.3d.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

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.
ТНЕМЕ		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
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
STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) 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.)
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.
	L.4.4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Language
OBJECTIVE THEME SUBJECT	L.4.4a.	

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 gradellevel text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or selflicorrect 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 183 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
THEME		Writing Research to Build and Present Knowledge
	W.4.8.	
SUBJECT	W.4.8.	Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
SUBJECT	W.4.8.	Research to Build and Present Knowledge 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.
SUBJECT STANDARD THEME	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. Writing
SUBJECT STANDARD THEME SUBJECT		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. Writing Research to Build and Present Knowledge
SUBJECT STANDARD THEME SUBJECT STANDARD	W.4.9.	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. Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
SUBJECT STANDARD THEME SUBJECT STANDARD OBJECTIVE	W.4.9.	Research to Build and Present Knowledge 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. Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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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SUBJECT STANDARD THEME SUBJECT STANDARD OBJECTIVE THEME SUBJECT STANDARD	W.4.9. W.4.9b.	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. Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Range of Writing 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.
SUBJECT STANDARD THEME SUBJECT STANDARD OBJECTIVE THEME SUBJECT STANDARD THEME	W.4.9. W.4.9b.	Research to Build and Present Knowledge 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. Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Range of Writing 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. Speaking and Listening

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.
ТНЕМЕ		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.)
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.
ТНЕМЕ		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 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 gradellevel text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or selficorrect 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 situation
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, are 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 103 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 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 note 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

STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a sing 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 (onellonllone, in groups, and teacherlied) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their or 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 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 ar 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).
		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.

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.

character's thoughts, words, or actions).

Reading Literature

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a

STANDARD

THEME

RL.4.3.

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 gradellevel 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 103 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

OBJECTIVE V THEME SUBJECT STANDARD W THEME SUBJECT	W.4.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). Writing Range of Writing Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a sing sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening
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SUBJECT STANDARD W THEME SUBJECT	W.4.10.	Range of Writing Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a sing sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD W THEME SUBJECT		Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a sing sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
THEME		sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SUBJECT		Speaking and Listening
ST ANDARD S		Comprehension and Collaboration
	SL.4.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their or clearly.
OBJECTIVE S	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 S	SL.4.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE S	SL.4.1c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute the discussion and link to the remarks of others.
OBJECTIVE S	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 S	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 S	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts ar relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
STANDARD S	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 specific expectations.)
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD L	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE L		

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

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 gradellevel text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or selflicorrect 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 183 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.

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
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
STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (onelonlone, in groups, and teacherled) 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.)

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

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.
0.D. (E.O.T.) (E.	RF.4.4c.	Use context to confirm or self©correct word recognition and understanding, rereading as necessary.
OBJECTIVE	RF.4.40.	ose context to commit of semiconfect word recognition and understanding, rereading as necessary.
THEME	KF.4.4C.	Writing
	KF.4.4C.	
THEME	W.4.2.	Writing
THEME		Writing Text Types and Purposes
THEME SUBJECT STANDARD	W.4.2.	Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,

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 183 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) 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
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

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 4: SUMMARIZING A REFERENCE Week 11 Page 91-96
		Mississippi College & Career Readiness Standards
		Language Arts Grade 4 - Adopted: 2016
ТНЕМЕ		Reading Informational Text

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 gradellevel text with purpose and understanding.
OBJECTIVE	RF.4.4c.	Use context to confirm or selficorrect 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.
ГНЕМЕ		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.4.6.	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) 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
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
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 multiplelimeaning words and phrases 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 them. THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L.4.6. Acquire and use accurately grade@appropriate general academic and domain specific words and those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) a to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preserva UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104 Mississippi College & Career Readiness Standards	
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THEME Language Vocabulary Acquisition and Use STANDARD L.4.6. Acquire and use accurately grade appropriate general academic and domain specific words and those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) at to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation. UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104	based on grade
SUBJECT Vocabulary Acquisition and Use STANDARD L.4.6. Acquire and use accurately grade@appropriate general academic and domain specific words and those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) at to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation. UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104	d or phrase.
STANDARD L.4.6. Acquire and use accurately grade appropriate general academic and domain specific words and those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) at to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation. UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104	
those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) at to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation. UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104	
	and that are basic
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 draw from the text.	wing inferences
STANDARD RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the te	xt.
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 relev topic or subject area.	ant to a grade 4
STANDARD RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of everall structure (e.g., chronology, comparison) of everall structure (e.g., chronology, chronol	ents, ideas,
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, tire animations, or interactive elements on Web pages) and explain how the information contributes to 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 gradellevel 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 103 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) 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
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
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 gradelappropriate 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.

OBJECTIVE

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 9 Page 71-80

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.

RF.4.4a. Read grade level text with purpose and understanding.

OBJECTIVE	RF.4.4c.	Use context to confirm or selflicorrect 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 103 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) 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

THEME Language SUBJECT Conventions of Standard English STANDARD L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. OBJECTIVE L4.1.ft Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. THEME Language SUBJECT Conventions of Standard English STANDARD L4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. OBJECTIVE L4.2a. Use correct capitalization. OBJECTIVE L4.2b. Spell gradefappropriate words correctly, consulting references as needed. THEME Language SUBJECT Knowledge of Language and its conventions when writing, speaking, reading, or listening. OBJECTIVE L4.3b. Choose words and phrases to convey ideas precisely. OBJECTIVE L4.3b. Choose words and phrases to convey ideas precisely. OBJECTIVE L4.3c. Determine or clarify the meaning of unknown and multiple:meaning words and phrases based on gradefappropriate words correctly in the meaning of a word or phrase. THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L4.4. Determine or clarify the meaning of unknown and multiple:meaning words and phrases based on gradefappropriate in the property of the meaning of a word or phrase. THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L4.6. Acquire and use accurately gradeliappropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whiled, stammered) and that are base to a particular tipic (e.g., wildlife, conservation, and endangered when discussing animal preservation).			
SUBJECT Conventions of Standard English STANDARD L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. OBJECTIVE L4.11 Produce complete sentences, recognizing and correcting inappropriate fragments and nur-ons. THEME Language SUBJECT Conventions of Standard English STANDARD L4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. OBJECTIVE L4.2a. Use correct capitalization. OBJECTIVE L4.2d. Spell gradelappropriate words correctly, consulting references as needed. THEME Language SUBJECT Knowledge of Language SUBJECT Knowledge of Language and its conventions when writing, speaking, reading, or listening. OBJECTIVE L4.3a. Choose words and phrases to convey ideas precisely. OBJECTIVE L4.3b. Choose words and phrases to convey ideas precisely. OBJECTIVE L4.3b. Choose words and phrases to convey ideas precisely. STANDARD L4.4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grid a reading and content, choosing flexibility from a range of strategies. OBJECTIVE L4.4a. 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 L4.6. Acquire and use accurately gradelappropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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.4.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ITHEME	ГНЕМЕ		Language
OBJECTIVE L4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. THEME Language SUBJECT Conventions of Standard English STANDARD L4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. OBJECTIVE L4.2a. Use correct capitalization. OBJECTIVE L4.2d. Spell gradelappropriate words correctly, consulting references as needed. THEME Language SUBJECT Knowledge of Language STANDARD L4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. OBJECTIVE L4.3a. Choose words and phrases to corwey ideas precisely. OBJECTIVE L4.3b. Choose punctuation for effect. THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L4.4. Determine or clarify the meaning of unknown and multiple:meaning words and phrases based on grade and content, choosing flexibility from a range of strategies. OBJECTIVE L4.4a. 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 L4.6. Acquire and use accurately gradet appropriate general academic and domain specific words and phrases, includ those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are bas to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	SUBJECT		Conventions of Standard English
SUBJECT Conventions of Standard English STANDARD L4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. OBJECTIVE L4.2a. Use correct capitalization. OBJECTIVE L4.2d. Spell graderappropriate words correctly, consulting references as needed. THEME Language SUBJECT Knowledge of Language STANDARD L4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. OBJECTIVE L4.3a. Choose words and phrases to convey ideas precisely. OBJECTIVE L4.3b. Choose punctuation for effect. THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L4.4. Determine or clarify the meaning of unknown and multiple imeaning words and phrases based on grady and adding and content, choosing flexibility from a range of strategies. OBJECTIVE L4.4a. 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 L4.6. Acquire and use accurately gradelappropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are bas to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	STANDARD	L.4.1.	
STANDARD L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. OBJECTIVE L4.2a. Use correct capitalization. OBJECTIVE L4.2d. Spell gradelappropriate words correctly, consulting references as needed. FHEME Language SUBJECT Knowledge of Language STANDARD L4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. OBJECTIVE L4.3a. Choose words and phrases to convey ideas precisely. OBJECTIVE L4.3b. Choose punctuation for effect. FHEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L4.4. 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 L4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. FHEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L4.6. Acquire and use accurately gradetappropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are bas to a particular topic (e.g., wildfile, conservation, and endangered when discussing animal preservation).	OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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 gradare 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, includ those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are bas to a particular topic (e.g., wildfile, conservation, and endangered when discussing animal preservation).	THEME		Language
OBJECTIVE L4.2a. Use correct capitalization. OBJECTIVE L4.2d. Spell gradeflappropriate words correctly, consulting references as needed. THEME Language SUBJECT Knowledge of Language STANDARD L4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. OBJECTIVE L4.3a. Choose words and phrases to convey ideas precisely. OBJECTIVE L4.3b. Choose punctuation for effect. THEME Language SUBJECT Vocabulary Acquisition and Use STANDARD L4.4. Determine or clarify the meaning of unknown and multipletmeaning words and phrases based on gradefly a feet of the reading and content, choosing flexibility from a range of strategies. OBJECTIVE L4.4a. 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 L4.5. Acquire and use accurately gradeflappropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are bas to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	SUBJECT		Conventions of Standard English
OBJECTIVE L4.2d. 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 L4.3a. Choose words and phrases to convey ideas precisely. OBJECTIVE L4.3b. 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 gradare and content, choosing flexibility from a range of strategies. OBJECTIVE L4.4a. 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 L4.6. Acquire and use accurately grade@appropriate general academic and domain specific words and phrases, includ those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	STANDARD	L.4.2.	
SUBJECT Knowledge of 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 multipletimeaning words and phrases based on grader a 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 gradetappropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	OBJECTIVE	L.4.2a.	Use correct capitalization.
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. Choose punctuation for effect. 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 grader a 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 gradellappropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	OBJECTIVE	L.4.2d.	Spell gradelappropriate words correctly, consulting references as needed.
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 a 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, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are bas to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	ТНЕМЕ		Language
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, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	SUBJECT		Knowledge of Language
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 a 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, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUBJECT Vocabulary Acquisition and Use STANDARD L.4.4. Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grader 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, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely.
SUBJECT Vocabulary Acquisition and Use STANDARD L.4.4. Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on graded a 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. Language SUBJECT Vocabulary Acquisition and Use STANDARD L.4.6. Acquire and use accurately grade@appropriate general academic and domain specific words and phrases, included those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	OBJECTIVE	L.4.3b.	Choose punctuation for effect.
STANDARD L.4.4. Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grade the reading and content, choosing flexibility from a range of strategies. Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grade the reading and content, choosing flexibility from a range of strategies. L.4.4a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Language SUBJECT Vocabulary Acquisition and Use STANDARD L.4.6. Acquire and use accurately grade@appropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	THEME		Language
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THEME Language Vocabulary Acquisition and Use STANDARD L.4.6. Acquire and use accurately grade@appropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are base to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	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.
STANDARD L.4.6. Acquire and use accurately grade@appropriate general academic and domain specific words and phrases, includ those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are bas to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	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.
STANDARD L.4.6. Acquire and use accurately grade appropriate general academic and domain specific words and phrases, include those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are based to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	ТНЕМЕ		Language
those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are bas to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	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 13 Page 105-112			UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112

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.
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

STANDARD W.4.6. 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 13 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 Internet and collaborate with others; demonstrate sufficient command of keyboarding skills. HEME Writing 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 fist of sources. HEME Writing STANDARD W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. DRUCCTIVE W.4.9b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence so support particular points in a text"). HEME Writing STANDARD W.4.10. Write routinely over extended time frames (time for research, reflection and revision) ad shoner time frames (a single silling or a day or leve) for a range of discipline-specific tasks, purposes, and audiences. HEME Speaking and Listening Comprehension and Collaboration STANDARD S.1.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. HEME Language STANDARD L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, curative, or keyboarding) or speaking. DRUCCTIVE L.4.16. Offers dejectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small beg).	SUBJECT		Production and Distribution of Writing
and editing. (Editing for conventions should demonstrate command of Language standards 123 up to and including grade 4.) With some guidance and support from adults, use sechnology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills. HEME Writing STANDARD W.4.8. Research to Build and Present Knowledge STANDARD W.4.9. 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. HEME 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. DBJECTIVE 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"). HEME Writing STANDARD W.4.10. Writing 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. HEME Speaking and Listening STANDARD S.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. HEME Language STANDARD L.4.1. Conventions of Standard English STANDARD Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1d. Produce complete sentences, recognizing and correcting inappropriate fragments and run ons.	STANDARD	W.4.4.	
HEME 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. HEME 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. DBJECTIVE 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'). HEME Writing STANDARD W.4.10. Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a single stimp or a day or two) for a range of discipline-specific tasks, purposes, and aucliences. HEME Speaking and Listening STANDARD SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. HEME Language SUBJECT Conventions of Standard English DEDECTIVE L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. DBJECTIVE L4.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	STANDARD	W.4.5.	and editing. (Editing for conventions should demonstrate command of Language standards 103 up to and including
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. HEME Writing Research to Build and Present Knowledge STANDARD W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. DBJECTIVE 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"). HEME Writing SUBJECT Range of Writing STANDARD W.4.10. Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. HEME 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. HEME 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. DBJECTIVE L-1.1. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L-1.1. Produce complete sentences, recognizing and correcting inappropriate fragments and nun-ons.	STANDARD	W.4.6.	
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. Witing Research to Build and Present Knowledge STANDARD W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. DBJECTIVE 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"). HEME Writing STANDARD W.4.10. Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. HEME Speaking and Listening SUBJECT Comprehension and Collaboration STANDARD SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. HEME Language Conventions of Standard English STANDARD L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. DBJECTIVE L4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L4.11. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	THEME		Writing
HEME 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. DBJECTIVE 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"). HEME Writing SUBJECT Range of Writing STANDARD W.4.10. Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a single stiffing or a day or two) for a range of discipline-specific lasks, purposes, and audiences. HEME Speaking and Listening STANDARD SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantilatively, and orally. HEME Language SUBJECT Conventions of Standard English CONVENTION OF STANDARD L4.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. DBJECTIVE L4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	SUBJECT		Research to Build and Present Knowledge
Research to Build and Present Knowledge STANDARD W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. DBJECTIVE 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"). HEME Writing SUBJECT Range of Writing 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. HEME Speaking and Listening Comprehension and Collaboration STANDARD SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. HEME Language 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. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). HEME Language	STANDARD	W.4.8.	
DEJECTIVE W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.4.9. 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*). HEME Writing SUBJECT Range of Writing 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. HEME Speaking and Listening SUBJECT Comprehension and Collaboration STANDARD SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. HEME 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. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	THEME		Writing
DBJECTIVE 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"). HEME Writing 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. HEME Speaking and Listening STANDARD SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. HEME Language STANDARD L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	SUBJECT		Research to Build and Present Knowledge
HEME Writing 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. HEME 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. HEME 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. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. HEME Language	STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing 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. HEME Speaking and Listening 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. HEME 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. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	OBJECTIVE	W.4.9b.	
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. Speaking and Listening 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. HEME Language 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. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	THEME		Writing
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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. Conventions of Standard English 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. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	STANDARD	W.4.10.	
SL4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. HEME Language 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. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	THEME		Speaking and Listening
quantitatively, and orally. CHEME 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. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CHEME Language	SUBJECT		Comprehension and Collaboration
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. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CHEME Language	STANDARD	SL.4.2.	
Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. HEME Language	THEME		Language
(printing, cursive, or keyboarding) or speaking. DBJECTIVE L.4.1d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. HEME Language	SUBJECT		Conventions of Standard English
DBJECTIVE L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. HEME Language	STANDARD	L.4.1.	
HEME Language	OBJECTIVE	L.4.1d.	
	OBJECTIVE	L.4.1f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
SUBJECT Conventions of Standard English	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.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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
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 14 Page 113-124

Mississippi College & Career Readiness Standards Language Arts

Grade 4 - Adopted: 2016

THEME	Reading Informational Text
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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.
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 with sufficient accuracy and fluency to support comprehension. Read grade level text with purpose and understanding.
OBJECTIVE	RF.4.4a.	Read gradellevel text with purpose and understanding.
OBJECTIVE OBJECTIVE	RF.4.4a.	Read grade level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
OBJECTIVE OBJECTIVE THEME	RF.4.4a.	Read grade level text with purpose and understanding. Use context to confirm or self correct word recognition and understanding, rereading as necessary. Writing
OBJECTIVE OBJECTIVE THEME SUBJECT	RF.4.4a. RF.4.4c.	Read grade level text with purpose and understanding. Use context to confirm or self correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes
OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	RF.4.4a. RF.4.4c.	Read grade@level text with purpose and understanding. Use context to confirm or self@correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	RF.4.4a. RF.4.4c. W.4.2. W.4.2a.	Read gradellevel text with purpose and understanding. Use context to confirm or selflicorrect word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	RF.4.4a. RF.4.4c. W.4.2a. W.4.2b.	Read gradellevel text with purpose and understanding. Use context to confirm or selficorrect word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	RF.4.4a. RF.4.4c. W.4.2a. W.4.2b.	Read grade@level text with purpose and understanding. Use context to confirm or selfccorrect word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain@specific vocabulary to inform about or explain the topic.

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 103 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) 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
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.
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.
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.
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 15 Page 125-130
		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 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.
THEME		Reading Informational Text
SUBJECT		Integration of Knowledge and Ideas
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
		Read with sufficient accuracy and fluency to support comprehension.
STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
ST ANDARD OBJECTIVE	RF.4.4 .	Read grade level text with purpose and understanding.
OBJECTIVE OBJECTIVE	RF.4.4a.	Read gradelevel text with purpose and understanding.
OBJECTIVE OBJECTIVE	RF.4.4a.	Read grade level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
OBJECTIVE OBJECTIVE THEME	RF.4.4a.	Read grade level text with purpose and understanding. Use context to confirm or self correct word recognition and understanding, rereading as necessary. Writing
OBJECTIVE OBJECTIVE THEME SUBJECT	RF.4.4a. RF.4.4c.	Read grade level text with purpose and understanding. Use context to confirm or self correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	RF.4.4a. RF.4.4c.	Read grade level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	RF.4.4a. RF.4.4c. W.4.3.	Read grade level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	RF.4.4a. RF.4.4c. W.4.3a. W.4.3b.	Read grade@level text with purpose and understanding. Use context to confirm or self@correct word recognition and understanding, rereading as necessary. Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situation.

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 103 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) 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
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 gradelappropriate 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 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

Read with sufficient accuracy and fluency to support comprehension.

SUBJECT

STANDARD

Fluency

RF.4.4.

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.
ГНЕМЕ		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 situation
OBJECTIVE	W.4.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
ГНЕМЕ		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, are audience. (Gradelspecific 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 103 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 well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
ГНЕМЕ		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].").
ГНЕМЕ		Writing
SUBJECT		Range of Writing
STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection and revision) ad shorter time frames (a sing sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ГНЕМЕ		Speaking and Listening
SUBJECT		Comprehension and Collaboration

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

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 103 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 a 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 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) ad shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ТНЕМЕ		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled) 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.4.1a. SL.4.1b.	

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.4.6.	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.4.1d.	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 OBJECTIVE	L.4.3a.	Choose words and phrases to convey ideas precisely. 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 18 Page 151-160
		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.
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.
CTANDADO	DI 4.0	

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

STANDARD

RI.4.9.

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 selfilcorrect 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 103 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.

SUBJECT	Research to Build and Present Knowledge	

THEME

Writing

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) 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
STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (onellonlone, in groups, and teacherlied) 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.4.6.	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.4.1d.	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.
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 Crade 4 Adented: 2016
THEME		Grade 4 - Adopted: 2016 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.

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

THEME Reading Informational Text

RI.4.2.

STANDARD

SUBJECT		Craft and Structure
SUBJECT		Crait 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 gradellevel 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

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 103 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) 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
	SL.4.1.	Engage effectively in a range of collaborative discussions (onellonllone, in groups, and teacherlled)
STANDARD		with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ST AND ARD OBJECTIVE	SL.4.1a.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own
	SL.4.1a. SL.4.1b.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
OBJECTIVE		with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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 OBJECTIVE	SL.4.1b.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
OBJECTIVE OBJECTIVE	SL.4.1b. SL.4.1c.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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.4.6.	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.4.1d.	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 gradelappropriate 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
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 20 Page 171-176
		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.
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 103 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) 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
STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		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 21 Page 177-180

UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

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.
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.
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 $1 \text{l} \text{l} \text{l}$ 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) 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
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 22 Page 181-188
		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.
THEME		Writing

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.)

Production and Distribution of Writing

SUBJECT

STANDARD

W.4.4.

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 103 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) 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
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.
ТНЕМЕ		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.

	3 Page 189-198 ness Standards
those that signal precise actions, emotions, or states o to a particular topic (e.g., wildlife, conservation, and end UNIT 7: INVENTIVE WRITING Week 23 Mississippi College & Career Readir Language Arts Grade 4 - Adopted: 2016	of being (e.g., quizzed, whined, stammered) and that are basic dangered when discussing animal preservation). B Page 189-198 ness Standards
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Language Arts Grade 4 - Adopted: 2016	
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Text Types and Purposes	
4.2. Write informative/explanatory texts to examine	a topic and convey ideas and information clearly.
4.2a. Introduce a topic clearly and group related information headings), illustrations, and multimedia when useful to	
4.2b. Develop the topic with facts, definitions, concrete detaitopic.	ils, quotations, or other information and examples related to the
4.2d. Use precise language and domain specific vocabular	ry to inform about or explain the topic.
4.2e. Provide a concluding statement or section related to the	the information or explanation presented.
Writing	
Production and Distribution of Writing	
1.4. Produce clear and coherent writing in which the develo audience. (Grade specific expectations for writing type	opment and organization are appropriate to task, purpose, and es are defined in standards 1–3 above.)
	velop and strengthen writing as needed by planning, revising, te command of Language standards 103 up to and including
1.6. With some guidance and support from adults, use tech well as to interact and collaborate with others; demonst	nnology, including the Internet, to produce and publish writing as strate sufficient command of keyboarding skills.
Writing	
Range of Writing	
4.10. Write routinely over extended time frames (time for resessitting or a day or two) for a range of discipline-specific	earch, reflection and revision) ad shorter time frames (a single c tasks, purposes, and audiences.
Speaking and Listening	
Comprehension and Collaboration	
	4.2a. Introduce a topic clearly and group related information headings), illustrations, and multimedia when useful to 4.2b. Develop the topic with facts, definitions, concrete deta topic. 4.2d. Use precise language and domain@specific vocabula 4.2e. Provide a concluding statement or section related to 6. Writing Production and Distribution of Writing 4.4. Produce clear and coherent writing in which the develor audience. (Grade@specific expectations for writing type 4.5. With guidance and support from peers and adults, devand editing. (Editing for conventions should demonstrate grade 4.) 4.6. With some guidance and support from adults, use tech well as to interact and collaborate with others; demons writing Range of Writing 4.10. Write routinely over extended time frames (time for ressitting or a day or two) for a range of discipline-specific speaking and Listening

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually,

STANDARD

SL.4.2.

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 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.
ТНЕМЕ		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, an 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 103 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 well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
ТНЕМЕ		Writing
SUBJECT		Range of Writing
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.
ТНЕМЕ		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.
ТНЕМЕ		
I HEIVIE		Language
SUBJECT		Conventions of Standard English
	L.4.1.	
SUBJECT	L.4.1d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
SUBJECT		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red sma
SUBJECT STANDARD OBJECTIVE	L.4.1d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
SUBJECT STANDARD OBJECTIVE OBJECTIVE	L.4.1d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases.
SUBJECT STANDARD OBJECTIVE OBJECTIVE	L.4.1d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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).