## Main Criteria: Structure and Style for Students Secondary Criteria: Montana Content Standards Subject: Language Arts

Grade: 4

# Structure and Style for Students

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

Montana Content Standards

Language Arts

Grade 4 - Adopted: 2011

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

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECT AT ION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

## CONTENT MT.CC.W Writing Standards STANDARD / .4. DOMAIN

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT	MT.CC.W. Writing Standards
STANDARD /	4.
DOMAIN	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.SL Speaking and Listening Standards .4.	
BENCHMARK / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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

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

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

BENCHMARK / ST ANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.4.6. EXPECTATION / BENCHMARK	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

Montana Content Standards Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION /	RI.4.5.	
EXPECTATION / BENCHMARK GRADE LEVEL EXPECTATION /	RI.4.5.	topic or subject area. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,

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

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

## CONTENT MT.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN

BENCHMARK / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT	MT.CC.R	Reading Standards: Foundational Skills
STANDARD /	F.4.	
DOMAIN		

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

## CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

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

GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W 4.	/. Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK		Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.SI .4.	LSpeaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

other information known about the topic to explore ideas under discussion.

EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		Presentation of Knowledge and Ideas

OTANDAND		
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)

## CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

## CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

# Montana Content Standards

## Language Arts

## Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include works by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD /	MT.CC.R F.4.	Reading Standards: Foundational Skills

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

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

## CONTENT MT.CC.W Writing Standards STANDARD / .4. DOMAIN

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge

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

CONTENT	MT.CC.W. Writing Standards
STANDARD /	4.
DOMAIN	

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

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

CONTENT	MT.CC.W Writing Standards
STANDARD /	.4.
DOMAIN	

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

CONTENT MT.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN

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

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.

EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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
		Montana Content Standards
		Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure

GRADE LEVELRL4.6.Compare and contrast the point of view from which different stories are narrated, including the difference betweenEXPECTATION /first- and third-person narrations. Include works by and about American Indians.BENCHMARK

BENCHMARK / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.

## CONTENT MT.CC.R Reading Standards: Foundational Skills STANDARD / F.4. DOMAIN

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK		Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

GRADE LEVEL	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
EXPECTATION /		well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
BENCHMARK		minimum of one page in a single sitting.

CONTENT	MT.CC.W Writing Standards
STANDARD /	.4.
DOMAIN	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT	MT.CC.W. Writing Standards
STANDARD /	4.
DOMAIN	

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

## CONTENT MT.CC.W Writing Standards STANDARD / .4. DOMAIN

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

CONTENT MT.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN

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

DOMAIN		
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / ST ANDARD		Conventions of Standard English
GRADE LEVEL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or

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

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

# CONTENT MT.CC.L. Language Standards STANDARD / 4.

DOMAIN

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

CONTENT	MT.CC.L.	Language	Standards
STANDARD /	4.		

DOMAIN

BENCHMARK / ST ANDARD	Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

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

EXPECTATION L.4.4

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

CONTENT	MT.CC.L.	Language Standards
STANDARD /	4.	
DOMAIN		

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

## UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

Montana Content Standards Language Arts

Grade 4 - Adopted: 2011

CONTENT	MT.CC.RI Reading Standards for Informational Text
STANDARD /	.4.
DOMAIN	

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

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

GRADE LEVEL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,
EXPECTATION /		concepts, or information in a text or part of a text.
BENCHMARK		

CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	I Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	I Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

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

CONTENT	MT.CC.R	Reading Standards: Foundational Skills
STANDARD /	F.4.	
DOMAIN		

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECT ATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
ST ANDARD /		Writing Standards Text Types and Purposes
ST ANDARD / DOMAIN BENCHMARK /		-

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

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

CONTENT STANDARD / DOMAIN	MT.CC.W Writing Standards .4.		
BENCHMARK / STANDARD		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards	
BENCHMARK / STANDARD		Research to Build and Present Knowledge	

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

CONTENT	MT.CC.W. Writing	Standards
STANDARD /	4.	
DOMAIN		

 BENCHMARK / STANDARD
 Research to Build and Present Knowledge

 GRADE LEVEL EXPECTATION / BENCHMARK
 W.4.9.

 Draw evidence from literary or informational texts to support analysis, reflection, and research.

 EXPECTATION
 W.4.9.b.

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

```
CONTENT MT.CC.W Writing Standards
STANDARD / .4.
DOMAIN
```

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

GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT AT ION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### EXPECTATION L.4.2.a. Use correct capitalization.

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

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

# Montana Content Standards Language Arts

Grade 4 - Adopted: 2011

CONTENT	MT.CC.R Reading Standards for Literature
STANDARD /	L.4.
DOMAIN	

BENCHMARK / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about
EXPECTATION /		American Indians.
BENCHMARK		

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

## CONTENT MT.CC.R Reading Standards for Literature STANDARD / L.4. DOMAIN

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include works by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT	MT.CC.R	Reading	Standards: Fo	undational	Skills
STANDARD /	F.4.				
DOMAIN					

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION W.4.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION W.4.3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CONTENT	MT.CC.W Writing Standards
STANDARD /	.4.
DOMAIN	

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

BENCHMARK / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT AT ION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

## CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
EXPECTATION	L.4.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal

discourse is appropriate (e.g., small-group discussion).

## CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

/ BENCHMARK

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

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

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.4.6. EXPECTATION / BENCHMARK	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

Montana Content Standards Language Arts Grade 4 - Adopted: 2011

CONTENT MT.CC.R Reading Standards for Literature STANDARD / L.4. DOMAIN

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include works by and about American Indians.
	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	MT.CC.W. 4.	Writing Standards

GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / ST AND ARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9.a.	Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.SL .4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL		
EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	SL.4.1.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own

- EXPECTATION SL.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- EXPECTATION SL.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CONTENT MT.CC.S Speaking and Listening Standards STANDARD / L.4. DOMAIN

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

CONTENT MT.CC.S Speaking and Listening Standards STANDARD / L.4. DOMAIN

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)

CONTENT	MT.CC.L.	Language Standards
STANDARD /	4.	
DOMAIN		

BENCHMARK / Conventions of Standard English STANDARD

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

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

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

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

## CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

CONTENT	MT.CC.L.	Language	Standards
STANDARD /	4.		
DOMAIN			

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

EXPECTATION L.4.4.a.

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

## CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION / BENCHMARK	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).	

# Montana Content Standards Language Arts

Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include works by and about American Indians.
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / ST ANDARD		Fluency
GRADE LEVEL EXPECT ATION / BENCHMARK		Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.

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

## CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Text Types and Purposes	
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	
EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
EXPECTATION	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.	
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards	
BENCHMARK / STANDARD		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards	
BENCHMARK / STANDARD		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION / BENCHMARK	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.	
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards	
BENCHMARK / STANDARD		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	

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

CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards		
BENCHMARK / STANDARD		Range of Writing		
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
CONTENT STANDARD / DOMAIN	MT.CC.SI .4.	Speaking and Listening Standards		
BENCHMARK / ST ANDARD		Comprehension and Collaboration		
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.		
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.		
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards		
BENCHMARK / STANDARD		Comprehension and Collaboration		
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards		
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas		
GRADE LEVEL EXPECTATION / BENCHMARK	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. Include sources by and about American Indians.		
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)		

#### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

EXPECTATION L.4.1.f.

#### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4.

DOMAIN

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

GRADE LEVEL EXPECTATION / BENCHMARKL.4.4.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	BENCHMARK / STANDARD		Vocabulary Acquisition and Use
	EXPECTATION	1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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
		Montana Content Standards
		Language Arts Grade 4 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text

BENCHMARK / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT	MT.CC.R	Reading	Standards: I	oundational=	Skills
STANDARD /	F.4.				
DOMAIN					

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

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

## CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

## CONTENT MT.CC.W Writing Standards STANDARD / .4. DOMAIN

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.

## CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

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

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

CONTENT	MT.CC.W Writing	Standards
STANDARD /	.4.	
DOMAIN		

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

CONTENT	MT.CC.S	Speaking and Listening Standards
STANDARD /	L.4.	
DOMAIN		

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

```
CONTENT MT.CC.L. Language Standards
STANDARD / 4.
DOMAIN
```

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

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

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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
		Montana Content Standards Language Arts Grade 4 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
BENCHMARK / ST AND ARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / ST ANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / ST ANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104
		ONIT 4. SOMMARIZING A REFERENCE Week 12 Fage 31-104
		Montana Content Standards
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Montana Content Standards Language Arts
STANDARD /		Montana Content Standards Language Arts Grade 4 - Adopted: 2011
ST ANDARD / DOMAIN BENCHMARK /		Montana Content Standards Language Arts Grade 4 - Adopted: 2011 Reading Standards for Informational Text
ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECTATION /	.4.	Montana Content Standards Language Arts Grade 4 - Adopted: 2011 Reading Standards for Informational Text Key Ideas and Details Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences
ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECTATION / GRADE LEVEL EXPECTATION /	.4. RI.4.1. RI.4.2.	Montana Content Standards         Language Arts         Grade 4 - Adopted: 2011         Reading Standards for Informational Text         Key Ideas and Details         Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECTATION / BENCHMARK GRADE LEVEL EXPECTATION / BENCHMARK CONTENT ST ANDARD /	.4. RI.4.1. RI.4.2. MT.CC.RI	Montana Content Standards         Language Arts         Grade 4 - Adopted: 2011         Reading Standards for Informational Text         Key Ideas and Details         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.

GRADE LEVEL	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,
EXPECTATION /		concepts, or information in a text or part of a text.
BENCHMARK		

CONTENT STANDARD / DOMAIN	MT.CC.RI Reading Standards for Informational Text .4.		
BENCHMARK / STANDARD		Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.	
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	I Reading Standards for Informational Text	
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity	

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

CONTENT	MT.CC.R	Reading Standards: Foundational Skills
STANDARD /	F.4.	
DOMAIN		

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECT ATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
ST ANDARD /		Writing Standards Text Types and Purposes
ST ANDARD / DOMAIN BENCHMARK /		-

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

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

CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / ST ANDARD		Research to Build and Present Knowledge

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

CONTENT	MT.CC.W. Writing	Standards
STANDARD /	4.	
DOMAIN		

BENCHMARK /<br/>STANDARDResearch to Build and Present KnowledgeGRADE LEVEL<br/>EXPECTATION<br/>/ BENCHMARKW.4.9.Draw evidence from literary or informational texts to support analysis, reflection, and research.EXPECTATIONW.4.9.b.Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT	MT.CC.W Writing Standards
STANDARD /	.4.
DOMAIN	

**STANDARD** 

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

CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK /		Comprehension and Collaboration

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

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

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

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

CONTENT	MT.CC.L.	Language	Standards
STANDARD /	4.		
DOMAIN			

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

# CONTENT MT.CC.L. Language Standards

STANDARD / 4. DOMAIN

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

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

# CONTENT MT.CC.L. Language Standards STANDARD / 4.

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

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

CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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
		Montana Content Standards Language Arts Grade 4 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION /	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT MT.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN

BENCHMARK

BENCHMARK / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT	MT.CC.R	Reading	Standards: I	oundational=	Skills
STANDARD /	F.4.				
DOMAIN					

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

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

### CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

### CONTENT MT.CC.W Writing Standards STANDARD / .4. DOMAIN

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.

### CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

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

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

CONTENT	MT.CC.W Writing	Standards
STANDARD /	.4.	
DOMAIN		

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

CONTENT	MT.CC.S	Speaking and Listening Standards
STANDARD /	L.4.	
DOMAIN		

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

```
CONTENT MT.CC.L. Language Standards
STANDARD / 4.
DOMAIN
```

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

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

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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
		Montana Content Standards Language Arts Grade 4 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT ST ANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

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

support particular points in a text").

# CONTENT MT.CC.W Writing Standards STANDARD / .4. DOMAIN

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

CONTENT	MT.CC.S	Speaking	and	Listening	Standards
STANDARD /	L.4.				
DOMAIN					

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

# CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT AT ION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>EXPECTATION</b>	L.4.2.a.	
EXPECTATION / BENCHMARK		spelling when writing.
EXPECTATION	L.4.2.a. L.4.2.d.	Spelling when writing.

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

EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precise	ely.
-------------	----------	--	------

### EXPECTATION L.4.3.b. Choose punctuation for effect.

CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

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

CONTENT	MT.CC.L.	Language	Standards
STANDARD /	4.		
DOMAIN			

DOMAIN

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

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

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

# UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

Montana Content Standards Language Arts

Grade 4 - Adopted: 2011

CONTENT	MT.CC.RI Reading Standards for Informational Text
STANDARD /	.4.
DOMAIN	

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

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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.

#### CONTENT MT.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN

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

CONTENT	MT.CC.RI Reading Standards for Informational Text
STANDARD /	.4.

DOMAIN

BENCHMARK / ST ANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.

#### CONTENT MT.CC.R Reading Standards: Foundational Skills F.4.

STANDARD / DOMAIN

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

- EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

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

EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / ST ANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
STANDARD /		Writing Standards Research to Build and Present Knowledge
STANDARD / DOMAIN BENCHMARK /		-
ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECTATION /	.4. 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
ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECTATION / BENCHMARK CONTENT ST ANDARD /	.4. W.4.8. MT.CC.W.	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.
ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECTATION / BENCHMARK CONTENT ST ANDARD / DOMAIN BENCHMARK /	.4. W.4.8. MT.CC.W. 4. 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 Standards
ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECTATION / BENCHMARK CONTENT ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECT ATION	.4. W.4.8. MT.CC.W. 4. 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 Standards         Research to Build and Present Knowledge
ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECTATION / BENCHMARK CONTENT ST ANDARD / DOMAIN BENCHMARK / ST ANDARD GRADE LEVEL EXPECT ATION / BENCHMARK	.4. W.4.8. MT.CC.W. 4. W.4.9. W.4.9.b.	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 Standards         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

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

CONTENT	MT.CC.S Speaking and Listening Standards
STANDARD /	L.4.
DOMAIN	

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

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

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

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

DOMAIN

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

### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
	1 4 2 h	Chaosa puper attention for offect

BENCHMARK /		Vocabulary Acquisition and Use
STANDARD		
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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
		Montana Content Standards Language Arts Grade 4 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text

BENCHMARK / ST AND ARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

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

### CONTENT STANDARD / DOMAIN

MT.CC.S Speaking and Listening Standards L.4.

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

# CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

DOMAIN

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

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

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

# UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138

Montana Content Standards Language Arts Grade 4 - Adopted: 2011

CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / ST ANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / DOMAIN	MT.CC.R L.4.	Reading Standards for Literature
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.

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

# CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

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

### CONTENT STANDARD / DOMAIN

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

# CONTENT MT.CC.L. Language Standards STANDARD / 4.

DO	MAIN	

STANDARD

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

### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

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

CONTENT	MT.CC.L.	Language	Standards
STANDARD /	4.		
DOMAIN			

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

GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN			
BENCHMARK / STANDARD		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION / BENCHMARK	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	
		Montana Content Standards	
		Language Arts	
		Grade 4 - Adopted: 2011	
CONTENT STANDARD /	MT.CC.RI .4.	Reading Standards for Informational Text	

DOMAIN

DOMAIN		
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas

CONTENT STANDARD /	MT.CC.W .4.	Writing Standards
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
BENCHMARK / ST ANDARD		Text Types and Purposes
CONTENT STANDARD / DOMAIN	MT.CC.W 4.	. Writing Standards
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK / ST ANDARD		Fluency
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
GRADE LEVEL EXPECTATION / BENCHMARK	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.
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	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.

ST ANDARD / .4. DOMAIN

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
	W.4.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD GRADE LEVEL EXPECTATION	<b>W.4.9.</b> W.4.9.b.	-
STANDARD GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.b.	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
ST ANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION CONTENT ST ANDARD /	W.4.9.b. MT.CC.W	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").
ST ANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION CONTENT ST ANDARD / DOMAIN BENCHMARK /	W.4.9.b. MT.CC.W	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 Standards
ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION CONTENT ST ANDARD / DOMAIN BENCHMARK / ST ANDARD / GRADE LEVEL EXPECTATION /	W.4.9.b. MT.CC.W .4. W.4.10.	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 Standards         Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST ANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION CONTENT ST ANDARD / DOMAIN BENCHMARK / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT ST ANDARD /	W.4.9.b. MT.CC.W .4. W.4.10.	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 Standards         Range of Writing         Virite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD GRADE LEVEL EXPECTATION EXPECTATION CONTENT ST ANDARD / DOMAIN BENCHMARK / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT ST ANDARD / DOMAIN BENCHMARK /	W.4.9.b. MT.CC.W .4. W.4.10.	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 Standards         Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.         Speaking and Listening Standards

EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

DOMAIN

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

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

# CONTENT MT.CC.L. Language Standards STANDARD / 4.

DOMAIN

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.4.6. EXPECTATION / BENCHMARK	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

Montana Content Standards Language Arts Grade 4 - Adopted: 2011

## CONTENT MT.CC.RI Reading Standards for Informational Text STANDARD / .4. DOMAIN

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

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

 EXPECTATION /
 BENCHMARK

CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills

**BENCHMARK** /

STANDARD

Fluency

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

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

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

## CONTENT MT.CC.W Writing Standards STANDARD / .4. DOMAIN

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

#### CONTENT MT.CC.SL Speaking and Listening Standards STANDARD / .4. DOMAIN

DOMAIN		
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards

BENCHMARK /	Presentation of Knowledge and Ideas
STANDARD	

GRADE LEVELSL4.6.Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informalEXPECTATION /discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.BENCHMARK(See grade 4 Language standards 1 for specific expectations.)

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

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

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

### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

# CONTENT MT.CC.L. Language Standards STANDARD / 4.

DOMAIN	

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

BENCHMARK /	Vocabulary Acquisition and Use
STANDARD	

EXPE	DE LEVEL ECTATION NCHMARK	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

DOMAIN

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

Montana Content Standards Language Arts Grade 4 - Adopted: 2011

CONTENT	MT.CC.RI Reading Standards for Informational Text
STANDARD /	.4.
DOMAIN	

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / ST ANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic, including those of American Indians; describe the differences in focus and the information provided.
CONTENT STANDARD /	MT.CC.RI .4.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / DOMAIN	MT.CC.RI .4.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / DOMAIN	MT.CC.R F.4.	Reading Standards: Foundational Skills
BENCHMARK / ST ANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	. Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

### CONTENT MT.CC.W Writing Standards STANDARD / .4. DOMAIN

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD /	MT.CC.W .4.	/ Writing Standards

STANDARD / DOMAIN

BENCHMARK / STANDARD	Research to Build and Present Knowledge
GRADE LEVEL W. EXPECTATION / BENCHMARK	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.

CONTENT	MT.CC.W. Writing Standards
STANDARD /	4.
DOMAIN	

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

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

CONTENT	MT.CC.W Writing Standards
STANDARD /	.4.
DOMAIN	

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

CONTENT STANDARD / DOMAIN	MT.CC.SL .4.	Speaking and Listening Standards
BENCHMARK / ST ANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	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 for specific expectations.)
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### EXPECTATION L.4.2.a. Use correct capitalization.

EXPECTATION L4.2.d. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT	MT.CC.L. Language Standards
STANDARD /	4.
DOMAIN	

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

### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

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

### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

# Montana Content Standards Language Arts Grade 4 - Adopted: 2011

### CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

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

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

EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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
		Montana Content Standards
		Language Art s
		Grade 4 - Adopted: 2011
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes

GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MT.CC.W. 4.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3.b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD / DOMAIN	MT.CC.W .4.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

BENCHMARK

### CONTENT STANDARD / DOMAIN

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

CONTENT MT.CC.L. Language Standards ST ANDARD / DOMAIN 4.

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

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

# C S D

CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

# Montana Content Standards Language Arts Grade 4 - Adopted: 2011

CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

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

### CONTENT MT.CC.W Writing Standards STANDARD / .4. DOMAIN

**BENCHMARK / Production and Distribution of Writing STANDARD** GRADE LEVEL W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) BENCHMARK GRADE LEVEL W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION / and editing.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including BENCHMARK grade 4.) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as GRADE LEVEL W.4.6. well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a EXPECTATION / BENCHMARK minimum of one page in a single sitting.

CONTENT	MT.CC.W Writing Standards
STANDARD /	.4.
DOMAIN	

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

### CONTENT STANDARD / DOMAIN

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

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

CONTENT	MT.CC.L.	Language	Standards
STANDARD /	4.		
DOMAIN			

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

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4.

DOMAIN

BENCHMARK / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECT AT ION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3.b.	Choose punctuation for effect.
CONTENT	MT.CC.L.	Language Standards

STANDARD / 4. DOMAIN

BENCHMARK /	
STANDARD	

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

# UNIT 7: INVENTIVE WRITING Week 23 Page 189-198

# Montana Content Standards Language Arts

Grade 4 - Adopted: 2011

CONTENT	MT.CC.W. Writing Standards
STANDARD /	4.
DOMAIN	

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

GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD / DOMAIN	MT.CC.S L.4.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / ST ANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1.e.	Form and use prepositional phrases.
EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2.a.	Use correct capitalization.
EXPECTATION	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.
EXPECTATION	1 4 3 h	Choose nunctuation for effect

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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

# Montana Content Standards Language Arts

### Grade 4 - Adopted: 2011

### CONTENT MT.CC.W. Writing Standards STANDARD / 4. DOMAIN

DOMAIN

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

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

CONTENT	MT.CC.S	Speaking and	Listening	Standards
STANDARD /	L.4.			
DOMAIN				

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

## CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards 4.

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4.

DOMAIN

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

#### CONTENT MT.CC.L. Language Standards STANDARD / 4. DOMAIN

BENCHMARK / ST ANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3.a.	Choose words and phrases to convey ideas precisely.

# EXPECTATION L.4.3.b. Choose punctuation for effect.

CONTENT STANDARD / DOMAIN	MT.CC.L. 4.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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).