

# GRADE LEVEL CONTENT EXPECTATIONS

# 4 ELA

v.12.05

READING

WRITING

SPEAKING

LISTENING

VIEWING

## Welcome to Michigan's K-8 Grade Level Content Expectations

### Purpose & Overview

In 2004, the Michigan Department of Education embraced the challenge of creating Grade Level Content Expectations in response to the federal No Child Left Behind Act of 2001. This act mandated the existence of a set of comprehensive state grade level assessments that are designed based on rigorous grade level content.

In this global economy, it is essential that Michigan students possess personal, social, occupational, civic, and quantitative literacy. Mastery of the knowledge and essential skills defined in Michigan's Grade Level Content Expectations will increase students' ability to be successful academically, contribute to the future businesses that employ them and the communities in which they choose to live.

The **Grade Level Content Expectations** build from the Michigan Curriculum Framework and its Teaching and Assessment Standards. Reflecting best practices and current research, they provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school.

### Why Create a 12.05 Version of the Expectations?

The Office of School Improvement is committed to creating the best possible product for educators. This commitment served as the impetus for the revision of the 6.04 edition that was previously released in June of 2004. This new version, v.12.05, refines and clarifies the original expectations, while preserving their essence and original intent. As education continues to evolve, it is important to remember that each curriculum document should be considered as a work in progress, and will continue to be refined to improve the quality.

The revision process greatly improved the continuity from one grade to the next, and better ensured coherence both in content and pedagogy. To obtain more specific details about the revisions, please refer to the addendum included in this document. The forward of the ***Across the Grades v.12.05*** companion document also clarifies the types of changes made. Educators can access the *Across the Grades* companion document by visiting the Michigan Department of Education Grade Level Content Expectations web page at [www.michigan.gov/glce](http://www.michigan.gov/glce).

### Assessment

The Grade Level Content Expectations document is intended to be a state assessment tool with the expectations written to convey expected performances by students. The Office of Assessment and Accountability was involved in the development of version 12.05 and has incorporated the changes in the construction of test and item specifications for the K-8 Michigan Education Assessment Program (MEAP) and MI-Access. This updated version will assist us in the creation of companion documents, content examples, and to guide program planners in focusing resources and energy.

## Curriculum

Using this document as a focal point in the school improvement process, schools and districts can generate conversations among stakeholders concerning current policies and practices to consider ways to improve and enhance student achievement. Together, stakeholders can use these expectations to guide curricular and instructional decisions, identify professional development needs, and assess student achievement.

## Understanding the Organizational Structure

The expectations in this document are divided into strands with multiple domains within each, as shown below. The skills and content addressed in these expectations will in practice be woven together into a coherent, English language arts curriculum. Beyond the English language arts curriculum, students will use the skills and processes to support learning in all content areas.

To allow for ease in referencing expectations, each expectation has been coded with a strand, domain, grade-level, and expectation number. For example, **R.NT.00.01** indicates:

**R** - Reading Strand

**NT** - Narrative Text Domain

**00** - Kindergarten Expectation

**01** - First Expectation in the Grade-Level Narrative Text Domain

<b>Strand 1 Reading</b>	<b>Strand 2 Writing</b>	<b>Strand 3 Speaking</b>	<b>Strand 4 Listening &amp; Viewing</b>
<b>Domains</b>			
Word Recognition and Word Study (WS) <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Word Recognition</li> <li>• Vocabulary</li> </ul> Fluency (FL) Narrative Text (NT) Informational Text (IT) Comprehension (CM) Metacognition (MT) Critical Standards (CS) Reading Attitude (AT)	Genre (GN) Process (PR) Personal Style (PS) Grammar & Usage (GR) Spelling (SP) Handwriting (HW) Writing Attitude (AT)	Conventions (CN) Discourse (DS)	Conventions (CN) Response (RP)

## Preparing Students for Academic Success

Within the hands of teachers, the Grade Level Content Expectations are converted into exciting and engaging learning for Michigan's students. As we use these expectations to develop units of instruction and plan instructional delivery, it is critical to keep in mind that content knowledge alone is not sufficient for academic success. Students must be able to apply knowledge in new situations, to solve problems by generating new ideas, and to make connections between what they learn in class to the world around them. The art of teaching is what makes the content of learning become a reality.

Through the collaborative efforts of Michigan educators and creation of professional learning communities, we can enable our young people to attain the highest standards, and thereby open doors for them to have fulfilling and successful lives.

**Word Recognition***Students will...*

**R.WS.04.01** explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.

**R.WS.04.02** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

**R.WS.04.03** automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.04.04** know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.04.05** acquire and apply strategies to identify unknown words or word parts; self-monitor; and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.

**Fluency***Students will...*

**R.WS.04.06** fluently read beginning grade-level text and increasingly demanding text as the year proceeds.

**Vocabulary***Students will...*

**R.WS.04.07** in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.

**Narrative Text***Students will...*

**R.NT.04.01** describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.

**R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.

**R.NT.04.03** analyze characters' thoughts and motivation through dialogue, various character roles, and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.

**R.NT.04.04** explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.

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## Informational Text

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**Students will...**

**R.IT.04.01** identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.

**R.IT.04.02** identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

**R.IT.04.03** explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.

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## Comprehension

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**Students will...**

**R.CM.04.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.04.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.04.03** explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.

**R.CM.04.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

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## Metacognition

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**Students will...**

**R.MT.04.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

**R.MT.04.02** plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words) and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.

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## Critical Standards

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**Students will...**

**R.CS.04.01** develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy, and relevance of their own writing and the writing of others.

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## Reading Attitude

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**Students will...**

**R.AT.04.01** be enthusiastic about reading and do substantial reading and writing on their own.

## WRITING

### Writing Genre

#### *Students will...*

**W.GN.04.01** write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.

**W.GN.04.02** write poetry based on reading a wide variety of grade-appropriate poetry.

**W.GN.04.03** write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.

**W.GN.04.04** use the writing process to produce and present a research project using a teacher-approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.

### Writing Process

#### *Students will...*

**W.PR.04.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.

**W.PR.04.02** apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

**W.PR.04.03** draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.

**W.PR.04.04** revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).

**W.PR.04.05** proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.

### Personal Style

#### *Students will...*

**W.PS.04.01** exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

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## Grammar and Usage

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*Students will...*

**W.GR.04.01** in the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs; hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotation marks or italics to identify titles or names.

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## Spelling

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*Students will...*

**W.SP.04.01** in the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).

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## Handwriting

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*Students will...*

**W.HW.04.01** write neat and legible compositions.

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## Writing Attitude

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*Students will...*

**W.AT.04.01** be enthusiastic about writing and learning to write.

## **SPEAKING**

### **Conventions**

**Students will...**

**S.CN.04.01** use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.

**S.CN.04.02** adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.

**S.CN.04.03** speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.

**S.CN.04.04** present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

**S.CN.04.05** understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.

### **Discourse**

**Students will...**

**S.DS.04.01** engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

**S.DS.04.02** discuss narratives (e.g., fantasy, myths, legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.

**S.DS.04.03** respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.

**S.DS.04.04** plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.

## **LISTENING** **Conventions**

## **& VIEWING**

### *Students will...*

**L.CN.04.01** ask substantive questions of the speaker that will provide additional elaboration and details.

**L.CN.04.02** listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

**L.CN.04.03** distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.

**L.CN.04.04** recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter; explain, dare) in focusing attention on events and in shaping opinions.

## **Response**

### *Students will...*

**L.RP.04.01** listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.

**L.RP.04.02** select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

**L.RP.04.03** respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding.

**L.RP.04.04** combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).

**L.RP.04.05** respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.