

Michigan English Language Arts Standards Correlations with Seeds of Science/Roots of Reading 3rd/4th grade units

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	Light Energy	Weather & Water	Variation & Adaptation	Digestion & Body Systems
3rd grade ELA Standards				
READING- Word Recognition and Word Study				
Word Recognition				
R.WS.03.01 automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.	••	••	••	••
R.WS.03.02 use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.				
R.WS.03.03 know the meanings of words encountered frequently in grade-level reading and oral language contexts.				
R.WS.03.04 automatically recognize the 220 Dolch basic sight words and 95 common nouns.				
R.WS.03.05 make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.				
R.WS.03.06 acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.	••	••	••	••
Fluency				
R.WS.03.07 apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.	•	•	•	•
Vocabulary				
R.WS.03.08 in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.	••	••	••	••

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	Light Energy	Weather & Water	Variation & Adaptation	Digestion & Body Systems
3rd grade ELA Standards				
READING- Narrative Text				
R.NT.03.01 explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.				
R.NT.03.02 identify and describe the basic elements and purpose of a variety of narrative genre including folktales, fables, and realistic fiction.				
R.NT.03.03 identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).				
R.NT.03.04 explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.				
READING- Informational Text				
R.IT.03.01 identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.				
R.IT.03.02 identify informational text patterns including descriptive, sequential, enumerative, compare/contrast, and problem/solution.	••	••	••	••
R.IT.03.03 explain how authors use text features including titles, headings and subheadings, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.	•••	•••	•••	•••
READING- Comprehension				
R.CM.03.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	••	•••	••	••
R.CM.03.02 retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.	•••	••	••	••

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3rd grade ELA Standards				
READING- Comprehension, continued				
R.CM.03.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.				
R.CM.03.04 apply significant knowledge from grade-level science, social studies, and mathematics texts.	• • •	• • •	• • •	• • •
READING- Metacognition				
R.MT.03.01 self-monitor comprehension when reading or listening to texts by automatically applying 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, and summarizing.	• • •	• • •	• • •	• • •
R.MT.03.02 plan, monitor, regulate, evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.	• • •	• • •	• • •	• • •
READING- Critical Standards				
R.CS.03.01 develop, discuss, and apply individual and shared standards using student/class created rubrics and begin to assess the quality and accuracy of their own writing and the writing of others.				
READING- Reading attitude				
R.AT.03.01 be enthusiastic about reading and do substantial reading and writing on their own.	• •	• •	• •	• •

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3rd grade ELA Standards				
WRITING- Writing Genre				
W.GN.03.01 write a cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, actions and thoughts that reveal important character traits.				
W.GN.03.02 write poetry based on reading a wide variety of grade-appropriate poetry.				
W.GN.03.03 write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.	• •	• •	• •	• •
W.GN.03.04 use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.		• •		
WRITING- Writing Process				
W.PR.03.01 set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.	• • •	• • •	• • •	• • •
W.PR.03.02 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	• •	• •	• •	• •
W.PR.03.03 draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures				
W.PR.03.04 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				
W.PR.03.05 proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.				

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3rd grade ELA Standards				
WRITING- Personal Style				
W.PS.03.01 exhibit personal style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar and usage).	•	•	•	••
WRITING- Grammar and Usage				
W.GR.03.01 in the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.	•	•	•	•
WRITING- Spelling				
W.SP.03.01 in the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones); 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).	•	•	•	•
WRITING- Handwriting				
W.HW.03.01 fluently and legibly write the cursive alphabet.				
WRITING- Writing Attitude				
W.AT.03.01 be enthusiastic about writing and learning to write.	••	••	••	••

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3rd grade ELA Standards				
SPEAKING- Conventions				
S.CN.03.01 use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.	• •	• •	• •	• •
.CN.03.02 adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.	• •	• •	• •	• •
S.CN.03.03 speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.				
S.CN.03.04 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.03.05 understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.				
SPEAKING- Discourse				
S.DS.03.01 engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.	• • •	• • •	• • •	• • •
S.DS.03.02 discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.				
S.DS.03.03 respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.	• • •	• • •	• • •	• • •
S.DS.03.04 plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.	• • •	• • •	• • •	• • •

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3rd grade ELA Standards				
LISTENING & VIEWING- Conventions				
L.CN.03.01 ask substantive questions of the speaker that will provide additional elaboration and details.	• •	• • •	• •	• •
L.CN.03.02 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.	• •	• •	• •	• •
L.CN.03.03 distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.				
L.CN.03.04 be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.				
LISTENING & VIEWING- Discourse				
L.RP.03.01 listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.				
L.RP.03.02 select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.				
L.RP.03.03 respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.				
L.RP.03.04 combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).				
L.RP.03.05 respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.				

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4th grade ELA Standards				
READING- Word Recognition and Word Study				
Word Recognition				
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				
R.WS.04.06 fluently read beginning grade-level text and increasingly demanding text as the year proceeds.	•	•	•	•
Vocabulary				
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.				

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4th grade ELA Standards				
READING- Narrative Text				
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.				
READING- Informational Text				
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.	•••	•••	•••	•••
READING- Comprehension				
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.	•••	••	••	••

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4th grade ELA Standards				
READING- Comprehension, continued				
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.	• • •	• • •	• • •	• • •
READING- Metacognition				
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.	• • •	• • •	• • •	• • •
READING- Critical Standards				
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.				
READING- Reading Attitude				
R.AT.04.01 be enthusiastic about reading and do substantial reading and writing on their own.	• •	• •	• •	• •

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4th grade ELA Standards				
WRITING- Writing Genre				
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- Writing Process				
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	• • •	• • •	• • •	• • •
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	•	•	•	•
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.	•	•	•	•

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4th grade ELA Standards				
WRITING- Personal Style				
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).	•	•	••	••
WRITING- Grammar and Usage				
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.	•	•	•	•
WRITING- Spelling				
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	•	•	•	•
WRITING- Handwriting				
W.HW.04.01 write neat and legible compositions.				
WRITING- Writing Attitude				
W.HW.04.01 write neat and legible compositions.				
SPEAKING- Conventions				
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.				

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4th grade ELA Standards				
SPEAKING- Conventions, continued				
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.				
SPEAKING- Discourse				
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 & VIEWING- Conventions				
L.CN.04.01 ask substantive questions of the speaker that will provide additional elaboration and details.				

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4th grade ELA Standards				
LISTENING & VIEWING- Conventions, continued				
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.				
LISTENING & VIEWING- Response				
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				
L.RP.04.05 respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.				

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