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**correlated to**  
**Michigan English Language Arts Model Content Standards for Curriculum**

**Later Elementary**  
**Grade 4**

**MEANING AND COMMUNICATION**

**Content Standard 1: All students will read and comprehend general and technical material.**

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1. Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.	<i>Chapter by Chapter</i> , p. T26, T139; <i>What an Idea!</i> , p. T248, T257; <i>Discovery Teams</i> , p. T487, T653; <i>The Funny Side</i> , p. T129, T143; <i>Nature Guides</i> , p. T384
2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.	<i>Chapter by Chapter</i> , p. T187; <i>What an Idea!</i> , p. T393; <i>Discovery Teams</i> , p. T567; <i>Nature Guides</i> , p. T245, T349; <i>It Takes a Leader</i> , p. T578
3. Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.	<i>What an Idea!</i> , p. T252, T298; <i>Discovery Teams</i> , p. 532; <i>The Funny Side</i> , p. T36; <i>Nature Guides</i> , p. T270; <i>It Takes a Leader</i> , p. T466, T592
4. Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.	<i>Chapter by Chapter</i> , p. T23; <i>What an Idea!</i> , p. T245, T391; <i>Discovery Teams</i> , p. T467; <i>The Funny Side</i> , p. T23; <i>Nature Guides</i> , p. T27
5. Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.	<i>Chapter by Chapter</i> , p. T94, T189; <i>What an Idea!</i> , p. 269; <i>Discovery Teams</i> , p. T587; <i>The Funny Side</i> , p. T45; <i>It Takes a Leader</i> , p. T483, T629

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**Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.**

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1. Write fluently for multiple purposes to produce compositions, such as short stories, reports, letters, plays, and explanations of processes.	<b><i>Chapter by Chapter</i></b> , p. T49; <b><i>What an Idea!</i></b> , p. T285; <b><i>Discovery Teams</i></b> , p. T550; <b><i>The Funny Side</i></b> , p. T113; <b><i>Nature Guides</i></b> , p. T347; <b><i>It Takes a Leader</i></b> , p. T561
2. Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.	<b><i>Chapter by Chapter</i></b> , p. T101, T148; <b><i>What an Idea!</i></b> , p. T418, T433; <b><i>Discovery Teams</i></b> , p. T675; <b><i>It Takes a Leader</i></b> , p. T490, T649
3. Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.	<b><i>Chapter by Chapter</i></b> , p. T137, T196; <b><i>What an Idea!</i></b> , p. T263; <b><i>Discovery Teams</i></b> , p. T481, T494; <b><i>The Funny Side</i></b> , p. T50; <b><i>Nature Guides</i></b> , p. T257; <b><i>It Takes a Leader</i></b> , p. T634, T650
4. Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.	<b><i>Chapter by Chapter</i></b> , p. T212; <b><i>What an Idea!</i></b> , p. T434; <b><i>Discovery Teams</i></b> , p. T676; <b><i>Nature Guides</i></b> , p. T422, T423

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**Content Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.**

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1. Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.	<b><i>Chapter by Chapter</i></b> , p. T110, T206; <b><i>What an Idea!</i></b> , p. T323; <b><i>Discovery Teams</i></b> , p. T602; <b><i>The Funny Side</i></b> , p. T157; <b><i>Nature Guides</i></b> , p. T372; <b><i>It Takes a Leader</i></b> , p. T500
2. Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	<b><i>Chapter by Chapter</i></b> , p. T152-T153; <b><i>What an Idea!</i></b> , p. T418-T419; <b><i>Discovery Teams</i></b> , p. T494-T495; <b><i>The Funny Side</i></b> , p. T198-T199; <b><i>Nature Guides</i></b> , p. T362-T363
3. Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.	<b><i>What an Idea!</i></b> , p. T324, T381; <b><i>Discovery Teams</i></b> , p. T601; <b><i>The Funny Side</i></b> , p. T112; <b><i>It Takes a Leader</i></b> , p. T60

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<b>Michigan English Language Arts</b>	<b>Literacy Place™ ©2000 by Scholastic</b>
4. Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.	<b><i>Chapter by Chapter</i></b> , p. T175; <b><i>What an Idea!</i></b> , p. T351; <b><i>Discovery Teams</i></b> , p. T571, T602; <b><i>The Funny Side</i></b> , p. T93
5. Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.	<b><i>Chapter by Chapter</i></b> , p. T132; <b><i>What an Idea!</i></b> , p. T350; <b><i>Discovery Teams</i></b> , p. T470, T573; <b><i>The Funny Side</i></b> , p. T86; <b><i>Nature Guides</i></b> , p. T298
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.	<b><i>Chapter by Chapter</i></b> , p. T75; <b><i>What an Idea!</i></b> , p. T391; <b><i>Discovery Teams</i></b> , p. T513; <b><i>The Funny Side</i></b> , p. T92; <b><i>Nature Guides</i></b> , p. T252; <b><i>It Takes a Leader</i></b> , p. R455

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<p>7. Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p>	<p><i>Chapter by Chapter</i>, p. T149; <i>What an Idea!</i>, p. T403; <i>Discovery Teams</i>, p. T678; <i>Nature Guides</i>, p. T305; <i>It Takes a Leader</i>, p. T622, T635</p>
<p>8. Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p>	<p><i>Chapter by Chapter</i>, p. T31, T214; <i>What an Idea!</i>, p. T436; <i>Discovery Teams</i>, p. T678; <i>The Funny Side</i>, p. T213; <i>It Takes a Leader</i>, p. T653</p>

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**LANGUAGE**

**Content Standard 4: All students will use the English language effectively.**

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1. Describe language patterns used in their spoken, written, and visual communication contexts, such as school, neighborhood, sports, children’s periodicals, and hobbies.	<b><i>Chapter by Chapter</i></b> , p. T218; <b><i>What an Idea!</i></b> , p. T307, T421; <b><i>Discovery Teams</i></b> , p. T497; <b><i>It Takes a Leader</i></b> , p. T643
2. Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.	<b><i>Chapter by Chapter</i></b> , p. T59; <b><i>What an Idea!</i></b> , p. T279, T411; <b><i>The Funny Side</i></b> , p. T105, T197; <b><i>Nature Guides</i></b> , p. T313
3. Begin to recognize how words and phrases relate to their origin. Examples include surnames and names of bodies of water or landmarks.	<b><i>Chapter by Chapter</i></b> , p. T45; <b><i>Discovery Teams</i></b> , p. T519, T629; <b><i>The Funny Side</i></b> , p. T73; <b><i>Nature Guides</i></b> , p. T249, T295; <b><i>It Takes a Leader</i></b> , p. T461, T617
4. Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.	<b><i>Chapter by Chapter</i></b> , p. T22, T167; <b><i>What an Idea!</i></b> , p. T295; <b><i>Nature Guides</i></b> , p. T298; <b><i>It Takes a Leader</i></b> , p. T492, T568

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5. Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.	<b><i>Chapter by Chapter</i></b> , p. T139, T199; <b><i>What an Idea!</i></b> , p. T375; <b><i>The Funny Side</i></b> , p. T151; <b><i>Nature Guides</i></b> , p. T527, T567

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**LITERATURE**

**Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity of our society.**

<b>Michigan English Language Arts</b>	<b>Literacy Place™ ©2000 by Scholastic</b>
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<i>Chapter by Chapter</i> , p. T25, T187; <i>What an Idea!</i> , p. T341, T393; <i>Discovery Teams</i> , p. T581; <i>Nature Guides</i> , p. T296, T383; <i>It Takes a Leader</i> , p. T513
2. Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.	<i>Chapter by Chapter</i> , p. T139, T215; <i>What an Idea!</i> , p. T363; <i>Discovery Teams</i> , p. T533; <i>The Funny Side</i> , p. T41; <i>Nature Guides</i> , p. T253, T343; <i>It Takes a Leader</i> , p. T579
3. Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.	<i>Chapter by Chapter</i> , p. T38; <i>What an Idea!</i> , p. T352, T436; <i>Discovery Teams</i> , p. T475, T568; <i>Nature Guides</i> , p. T424
4. Describe how various cultures and our common heritage are represented in literature and other texts.	<i>Chapter by Chapter</i> , p. T171; <i>What an Idea!</i> , p. T353; <i>Discovery Teams</i> , p. T617, T627; <i>The Funny Side</i> , p. T181
5. Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.	<i>Chapter by Chapter</i> , p. T130; <i>What an Idea!</i> , p. T400; <i>The Funny Side</i> , p. T28, T87; <i>Nature Guides</i> , p. T251

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**VOICE**

**Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.**

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1. Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.	<i>Chapter by Chapter</i> , p. T224, T446; <i>Discovery Teams</i> , p. T588; <i>Nature Guides</i> , p. T297; <i>It Takes a Leader</i> , p. T581
2. Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.	<i>What an Idea!</i> , p. T425; <i>Discovery Teams</i> , p. T547; <i>The Funny Side</i> , p. T109, T155; <i>It Takes a Leader</i> , p. T536
3. Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.	<i>What an Idea!</i> , p. T430-T431, T436; <i>Discovery Teams</i> , p. T457, T687; <i>It Takes a Leader</i> , p. T646-T647
4. Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.	<i>Discovery Teams</i> , p. T502, T595, T600; <i>The Funny Side</i> , p. T58, T210

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**SKILLS AND PROCESSES**

**Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.**

<b>Michigan English Language Arts</b>	<b>Literacy Place™ ©2000 by Scholastic</b>
1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.	<i>What an Idea!</i> , p. T354, T394; <i>The Funny Side</i> , p. T127, T150, T186; <i>Nature Guides</i> , p. T172
2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.	<i>What an Idea!</i> , p. T252, T256; <i>The Funny Side</i> , p. T36, T86; <i>It Takes a Leader</i> , p. T574
3. Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.	<i>Chapter by Chapter</i> , p. T40, T184; <i>Discovery Teams</i> , p. T517, T692; <i>Nature Guides</i> , p. T438

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<b>Michigan English Language Arts</b>	<b>Literacy Place™ ©2000 by Scholastic</b>
4. Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.	<b><i>Chapter by Chapter</i></b> , p. T87, T165; <b><i>What an Idea!</i></b> , p. T381; <b><i>Discovery Teams</i></b> , p. T602; <b><i>It Takes a Leader</i></b> , p. T547

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**GENRE AND CRAFT OF LANGUAGE**

**Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics — including text structure, figurative and descriptive language, spelling, punctuation, and grammar — to construct and convey meaning.**

<b>Michigan English Language Arts</b>	<b>Literacy Place™ ©2000 by Scholastic</b>
1. Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relaying in sequence an account of an oral or visual experience.	<b><i>Chapter by Chapter</i></b> , p. T56, T96; <b><i>What an Idea!</i></b> , p. T314, T372; <b><i>The Funny Side</i></b> , p. T50, T210
2. Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.	<b><i>Chapter by Chapter</i></b> , p. T186; <b><i>What an Idea!</i></b> , p. T353; <b><i>Discovery Teams</i></b> , p. T635, T639, T650; <b><i>The Funny Side</i></b> , p. T27, T42
3. Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.	<b><i>Chapter by Chapter</i></b> , p. T77; <b><i>What an Idea!</i></b> , p. T297; <b><i>Discovery Teams</i></b> , p. T527; <b><i>The Funny Side</i></b> , p. T141; <b><i>It Takes a Leader</i></b> , p. T578

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<b>Michigan English Language Arts</b>	<b>Literacy Place™ ©2000 by Scholastic</b>
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.	<i>What an Idea!</i> , p. T422-T423, T436; <i>Discovery Teams</i> , p. 572, T687; <i>The Funny Side</i> , p. T170, T190; <i>It Takes a Leader</i> , p. T472, T568
5. Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and textual aids (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.	<i>Chapter by Chapter</i> , p. T60-T61; <i>Discovery Teams</i> , p. T670; <i>Nature Guides</i> , p. T248, T258, T394

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**DEPTH OF UNDERSTANDING**

**Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.**

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1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.	<b><i>Chapter by Chapter</i></b> , p. T215; <b><i>Discovery Teams</i></b> , p. T533, T579; <b><i>The Funny Side</i></b> , p. T212; <b><i>Nature Guides</i></b> , p. T424
2. Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.	<b><i>Chapter by Chapter</i></b> , p. T214; <b><i>What an Idea!</i></b> , p. T436; <b><i>Discovery Teams</i></b> , p. T678; <b><i>The Funny Side</i></b> , p. T212; <b><i>Nature Guides</i></b> , p. T424
3. Use conclusions based on their understanding of differing views presented in text to support a position.	<b><i>Chapter by Chapter</i></b> , p. T129, T140, T144-T145; <b><i>Discovery Teams</i></b> , p. T578; <b><i>The Funny Side</i></b> , p. T135, T138

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**IDEAS IN ACTION**

**Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.**

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1. Identify how their own experiences influence their understanding of key ideas in literature and other texts.	<b><i>Chapter by Chapter</i></b> , p. T49; <b><i>What an Idea!</i></b> , p. T309, T365; <b><i>Nature Guides</i></b> , p. T340, T352; <b><i>It Takes a Leader</i></b> , p. T296, T302
2. Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.	<b><i>Chapter by Chapter</i></b> , p. T110, T157; <b><i>What an Idea!</i></b> , p. T413; <b><i>Discovery Teams</i></b> , p. T503; <b><i>It Takes a Leader</i></b> , p. T599, T643
3. Use oral, visual, and written texts to research how individuals have had an impact on people in their community and their nation. An example is creating texts to inform others about school or community issues and problems.	<b><i>Chapter by Chapter</i></b> , p. T83; <b><i>What an Idea!</i></b> , p. T267; <b><i>Nature Guides</i></b> , p. T303, T399; <b><i>It Takes a Leader</i></b> , p. T644

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**INQUIRY AND RESEARCH**

**Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.**

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1. Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.	<b><i>What an Idea!</i></b> , p. T235, T243, T250, T337, T441
2. Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	<b><i>Chapter by Chapter</i></b> , p. TT60-T61; <b><i>What an Idea!</i></b> , p. T281, T381; <b><i>Discovery Teams</i></b> , p. T562; <b><i>The Funny Side</i></b> , p. T54-T55; <b><i>It Takes a Leader</i></b> , p. T506, T577
3. Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.	<b><i>What an Idea!</i></b> , p. T96-T97, T248; <b><i>Discovery Teams</i></b> , p. T521, T644; <b><i>It Takes a Leader</i></b> , p. T476, T624
4. Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.	<b><i>What an Idea!</i></b> , p. T440-T447; <b><i>Discovery Teams</i></b> , p. T595, T641, T663, T682, T687

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**CRITICAL STANDARDS**

**Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.**

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1. Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.	<i>What an Idea!</i> , p. T330, T445; <i>The Funny Side</i> , p. T221, T226; <i>It Takes a Leader</i> , p. T554, T666
2. Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.	<i>What an Idea!</i> , p. T281; <i>Discovery Teams</i> , p. T545; <i>The Funny Side</i> , p. T223, T349; <i>It Takes a Leader</i> , p. T473
3. Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.	<i>Chapter by Chapter</i> , p. T222; <i>What an Idea!</i> , p. T444; <i>The Funny Side</i> , p. T217, T429; <i>It Takes a Leader</i> , p. T657
4. Create a collection of personal work selected according to both individual and shared criteria, judging the merit of each selection.	<i>What an Idea!</i> , p. T330, T445; <i>Discovery Teams</i> , p. T556; <i>The Funny Side</i> , p. T202; <i>Nature Guides</i> , p. T326; <i>It Takes a Leader</i> , p. T541

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**correlated to**  
**Michigan English Language Arts Model Content Standards for Curriculum**

**Later Elementary**  
**Grade 4**

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5. Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.	<b><i>Chapter by Chapter</i></b> , p. T224; <b><i>What an Idea!</i></b> , p. T446; <b><i>The Funny Side</i></b> , p. T226; <b><i>Nature Guides</i></b> , p. T434; <b><i>It Takes a Leader</i></b> , p. T666