

Main Criteria: Discoveries in Writing

Secondary Criteria: Alaska Content and Performance Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD AK.RI.4. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND Key Ideas and Details

GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
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GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
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GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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PERFORMANCE / CONTENT STANDARD AK.RI.4. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND Craft and Structure

GOAL	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.
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PERFORMANCE / CONTENT STANDARD AK.RI.4. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND Integration of Knowledge and Ideas

GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE / CONTENT STANDARD AK.RI.4. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND Range of Reading and Level of Text Complexity

GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.4.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 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).

PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR L.4.4.a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL L.4.6. Acquire and accurately use 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).

Lesson 02: Unit 2 Writing from Notes, p. 19-26

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.RI.4. Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL RI.4.1. Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.

GOAL RI.4.2. Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.

GOAL RI.4.3. Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
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GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
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PERFORMANCE / CONTENT STANDARD **AK.RF.4.** **Foundational Skills**

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

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
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INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.

INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Lesson 03: Unit 2 Writing from Notes, p. 27-34

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.4.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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.

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD **AK.RF.4.** **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge

GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas

GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.RL.4.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details

GOAL	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.
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GOAL	RL.4.2.	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.
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GOAL	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).
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PERFORMANCE / CONTENT STANDARD	AK.RL.4.	Reading Standards for Literature
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity

GOAL	RL.4.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
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PERFORMANCE / CONTENT STANDARD	AK.RF.4.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency

GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
INDICATOR	W.4.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to develop the sequence of events.
INDICATOR	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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].”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards

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

INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
INDICATOR	W.4.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to develop the sequence of events.
INDICATOR	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.

INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-58

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.RL.4.** **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	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.
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GOAL	RL.4.2.	Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.
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GOAL	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).
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PERFORMANCE / CONTENT STANDARD **AK.RL.4.** **Reading Standards for Literature**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Complexity
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GOAL	RL.4.10.	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
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PERFORMANCE / CONTENT STANDARD **AK.RF.4.** **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Fluency
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GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
INDICATOR	W.4.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to develop the sequence of events.
INDICATOR	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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].”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.

INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
INDICATOR	W.4.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to develop the sequence of events.
INDICATOR	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

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

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

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.4.2.a. Use correct capitalization.

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

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR L.4.3.a. Choose words and phrases to convey ideas precisely.

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

INDICATOR 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).

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR 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.

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
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GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
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GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.4.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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INDICATOR	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.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD AK.RI.4. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

PERFORMANCE / CONTENT STANDARD AK.RI.4. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
GOAL	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.

PERFORMANCE / CONTENT STANDARD AK.RI.4. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

PERFORMANCE / CONTENT STANDARD AK.RI.4. Reading Standards for Informational Text

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

PERFORMANCE / CONTENT STANDARD AK.RF.4. Foundational Skills

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.

PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

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

INDICATOR	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”).
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PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	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.
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	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.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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INDICATOR	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.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 11: Unit 4 Summarizing a Reference, p. 83-92

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
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GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
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GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
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GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
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PERFORMANCE / CONTENT STANDARD **AK.RF.4.** **Foundational Skills**

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

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
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INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.4.2.a.	Use correct capitalization.
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INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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INDICATOR	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.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
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GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
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GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
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GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
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PERFORMANCE / CONTENT STANDARD **AK.RF.4.** **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
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INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

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

INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
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INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
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INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
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PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
INDICATOR	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.

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
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GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
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GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
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GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
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PERFORMANCE / CONTENT STANDARD **AK.RF.4.** **Foundational Skills**

GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge

GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.").
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)

PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

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

INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

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

INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

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

INDICATOR	L.4.3.b.	Choose punctuation for effect.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

INDICATOR	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.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 14: Unit 5 Writing from Pictures, p. 113-118

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).

INDICATOR	W.4.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to develop the sequence of events.
INDICATOR	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.

INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 and 3 for specific expectations.)

PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

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

INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Lesson 15: Unit 5 Writing from Pictures, p. 119-124

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
INDICATOR	W.4.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to develop the sequence of events.

INDICATOR	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 16: Unit 5 Writing from Pictures, p. 125-128

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.SL.4.** **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	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.
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	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.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4.** **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.3.	Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).
INDICATOR	W.4.3.a.	Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR	W.4.3.c.	Use a variety of transitional words and phrases to develop the sequence of events.
INDICATOR	W.4.3.e.	Provide a conclusion that follows from the narrated experiences or events.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.e.	Form and use prepositional phrases.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

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

INDICATOR	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.”).
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PERFORMANCE / CONTENT STANDARD **AK.SL.4.** **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	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.
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	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.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4.** **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	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.
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GOAL	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 and 3 for specific expectations.)
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

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

INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Lesson 19: Unit 6 Summarizing Multiple References, p. 143-148

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration

GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
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GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
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GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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PERFORMANCE / CONTENT STANDARD **AK.RI.4.** **Reading Standards for Informational Text**

GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
PERFORMANCE / CONTENT STANDARD	AK.RF.4.	Foundational Skills
GRADE LEVEL EXPECTATION / STRAND		Fluency
GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.

PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

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

INDICATOR	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”).
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	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.
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	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.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	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.
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GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

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

INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
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GOAL	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.)
GOAL	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.)

PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

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

INDICATOR	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.”).
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PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
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GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
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GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	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.
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	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.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
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GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	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 and 3 for specific expectations.)
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PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
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GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.4.2.a.	Use correct capitalization.
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INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
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GRADE LEVEL EXPECTATION / STRAND		Key Ideas and Details
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GOAL	RI.4.1.	Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.
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GOAL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.
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GOAL	RI.4.3.	Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
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GRADE LEVEL EXPECTATION / STRAND		Craft and Structure
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
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GRADE LEVEL EXPECTATION / STRAND		Integration of Knowledge and Ideas
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GOAL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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PERFORMANCE / CONTENT STANDARD	AK.RI.4.	Reading Standards for Informational Text
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GRADE LEVEL EXPECTATION / STRAND		Range of Reading and Level of Text Complexity
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GOAL	RI.4.10.	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.
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PERFORMANCE / CONTENT STANDARD	AK.RF.4.	Foundational Skills
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GRADE LEVEL EXPECTATION / STRAND		Fluency
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GOAL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	RF.4.4.a.	Read on-level text with purpose and understanding.
INDICATOR	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.

INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	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).

PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.

INDICATOR	L.4.4.a.	Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 23: Unit 6 Summarizing Multiple References, p. 185-191

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

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

INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
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INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
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INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
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PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.

PERFORMANCE / CONTENT STANDARD **AK.SL.4.** **Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.

INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.e.	Form and use prepositional phrases.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Lesson 24: Unit 7 Inventive Writing, p. 191-196

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.

INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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.
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 25: Unit 7 Inventive Writing, p. 197-202

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

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

INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)

PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English

GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.e.	Form and use prepositional phrases.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	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.
INDICATOR	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.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 26: Unit 7 Inventive Writing, p. 203-210

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

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

INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
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INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
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INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
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PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.

INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.e.	Form and use prepositional phrases.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language

GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use

GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 27: Unit 7 Inventive Writing, p. 211-218

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD AK.W.4. Writing Standards

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing

GOAL	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.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)

PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

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

PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.4.2.a.	Use correct capitalization.
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INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
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GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4.** **Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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Lesson 28: Unit 7 Inventive Writing, p. 219-226

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
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GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	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”).

PERFORMANCE / CONTENT STANDARD **AK.W.4. Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Range of Writing
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GOAL	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.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
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GOAL	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.
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INDICATOR	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.
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INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	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.
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INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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PERFORMANCE / CONTENT STANDARD **AK.SL.4. Speaking and Listening Standards**

GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
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GOAL	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 and 3 for specific expectations.)
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PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
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GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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INDICATOR	L.4.1.e.	Form and use prepositional phrases.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Lesson 29: Unit 7 Inventive Writing, p. 227-234

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English

GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.e.	Form and use prepositional phrases.
INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.4.2.a.	Use correct capitalization.
INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
INDICATOR	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).
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.6.	Acquire and accurately use 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).

Lesson 30: Unit 7 Inventive Writing, p. 235-239

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes
GOAL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.
INDICATOR	W.4.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.
INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.4.2.e.	Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Production and Distribution of Writing
GOAL	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.)
GOAL	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.)

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge
GOAL	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.

PERFORMANCE / CONTENT STANDARD **AK.W.4.** **Writing Standards**

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

INDICATOR	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.”).
PERFORMANCE / CONTENT STANDARD	AK.W.4.	Writing Standards
GRADE LEVEL EXPECTATION / STRAND		Range of Writing
GOAL	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.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	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.
INDICATOR	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.
INDICATOR	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	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.
INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT STANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas
GOAL	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 and 3 for specific expectations.)
PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
INDICATOR	L.4.1.e.	Form and use prepositional phrases.

INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.4.2.a.	Use correct capitalization.
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INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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INDICATOR	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).
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PERFORMANCE / CONTENT STANDARD **AK.L.4. Language Standards**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
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GOAL	L.4.6.	Acquire and accurately use 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).
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