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

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

Alaska Content and Performance Standards

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.

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

Reading Standards for Informational Text

PERFORMANCE AK.RI.4.

/ CONTENT

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 ST ANDARD	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 ST ANDARD	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	
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GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION /	L.4.4.	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
GRADE LEVEL EXPECTATION / STRAND	L.4.4. L.4.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	
GRADE LEVEL EXPECTATION / STRAND		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. 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.,	
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.4.4.a.	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. 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.	

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.

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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.").

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
/ CONTENT	AK.SL.4.	Speaking and Listening Standards Comprehension and Collaboration
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.SL.4. SL.4.2.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats,
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	SL.4.2.	Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	SL.4.2.	Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	SL.4.2. AK.SL.4.	Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards Presentation of Knowledge and Ideas 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
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STRAND	SL.4.2. AK.SL.4. SL.4.6.	Comprehension and Collaboration Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards Presentation of Knowledge and Ideas 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.)

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 EXPECT ATION / 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 04: Unit 2 Writing from Notes, p. 35-42

Alaska Content and Performance Standards

		Crade A. Adentada 2012
		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 ST ANDARD	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 ST ANDARD	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 ST ANDARD	AK.SL.4.	Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND		Presentation of Knowledge and Ideas

GOAL SL4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate to task and shadon. (See grade 4 Language standards 1 and 3 for specific expectations.) PERFORMANCE (CONTENT STANDARD) GRADE LEVEL EXPECTATION Conventions of Standard English STRAND Conventions of Standard English grammar and usage when writing or speaking. RDICATOR L4.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. PERFORMANCE (CONTENT STANDARD) GRADE LEVEL EXPECTATION Conventions of Standard English STRAND Conventions of Standard English STRAND Conventions of Standard English STRAND Conventions of Standard English STRANDARD GRADE LEVEL EXPECTATION Conventions of Standard English capitalization, punctuation, and spelling when writing. RDICATOR L4.2. Use correct capitalization. RDICATOR L4.2. Spell grade-appropriate words correctly, consulting references as needed. REPERORMANCE (CONTENT STANDARD Conventions Standards Conventi			
GRADE LEVEL EXPECTATION / STRAND GOAL L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L.4.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND 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. INDICATOR L.4.3. Spell grade-appropriate words correctly, consulting references as needed. Knowledge of Language Knowledge of Language Knowledge of Language and its conventions when writing, speaking, reading, or listening. INDICATOR L.4.3. Choose words and phrases to convey ideas precisely. INDICATOR L.4.3. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where infirmal discourse is appropriate (e.g., small-group discussion). PERFORMANCE / CONTENT STANDARD AK.L.4. Language Standards CRADE LEVEL EXPECTATION / STRAND CRADE LEVEL EXPECTATION / STRAND / STRAN	GOAL	SL.4.6.	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
GOAL L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. INDICATOR L.4.1. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. PERFORMANCE CONTENT STANDARD GRADE LEVEL EXPECTATION I STRAND GOAL L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.4.2. Use correct capitalization. INDICATOR L.4.2. Spell grade-appropriate words correctly, consulting references as needed. PERFORMANCE CONTENT STANDARD GRADE LEVEL EXPECTATION I Knowledge of Language and its conventions when writing, speaking, reading, or listening. INDICATOR L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. INDICATOR L.4.3. Choose words and phrases to convey ideas precisely. INDICATOR L.4.3. 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 Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION I STANDARD GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	/ CONTENT	AK.L.4.	Language Standards
When writing or speaking. INDICATOR	EXPECTATION /		Conventions of Standard English
PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.4.2. Use correct capitalization. INDICATOR L.4.2. Spell grade-appropriate words correctly, consulting references as needed. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. INDICATOR L.4.3. Choose words and phrases to convey ideas precisely. INDICATOR L.4.3. Choose words and phrases to convey ideas precisely. INDICATOR L.4.3. 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 GRADE LEVEL EXPECTATION / STANDARD GRADE LEVEL EXPECTATION / STANDARD GRADE LEVEL EXPECTATION / STANDARD GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	GOAL	L.4.1.	
GRADE LEVEL EXPECTATION / STRAND GOAL L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L.4.2. Use correct capitalization. INDICATOR L.4.2. Spell grade-appropriate words correctly, consulting references as needed. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. INDICATOR L.4.3. Choose words and phrases to convey ideas precisely. INDICATOR L.4.3. 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 GRADE LEVEL EXPECTATION / STANDARD GRADE LEVEL EXPECTATION / STANDARD GRADE LEVEL EXPECTATION / STANDARD GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	INDICATOR	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GOAL L4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. INDICATOR L4.2. Use correct capitalization. INDICATOR L4.2. Spell grade-appropriate words correctly, consulting references as needed. PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL L4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. INDICATOR L4.3. Choose words and phrases to convey ideas precisely. INDICATOR L4.3. 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 GRADE LEVEL EXPECTATION / STRAND GOAL L4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	/ CONTENT	AK.L.4.	Language Standards
INDICATOR	EXPECTATION /		Conventions of Standard English
INDICATOR L4.2.d. Spell grade-appropriate words correctly, consulting references as needed. PERFORMANCE / CONTENT STANDARD AK.L.4. Language Standards Knowledge of Language Knowledge of Language Knowledge of Language STRAND GOAL L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. INDICATOR L.4.3. Choose words and phrases to convey ideas precisely. INDICATOR L.4.3. 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 Vocabulary Acquisition and Use GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	GOAL	L.4.2.	
PERFORMANCE CONTENT STANDARD	INDICATOR	L.4.2.a.	Use correct capitalization.
GRADE LEVEL EXPECTATION / STRAND GOAL L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. INDICATOR L.4.3. 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 GRADE LEVEL EXPECTATION / STRAND GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	INDICATOR	L.4.2.d.	Spell grade-appropriate words correctly, consulting references as needed.
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 Vocabulary Acquisition and Use STRAND GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	/ CONTENT	AK.L.4.	Language Standards
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 ST ANDARD AK.L.4. Language Standards GRADE LEVEL EXPECTATION / ST RAND GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	EXPECTATION /		Knowledge of Language
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 Vocabulary Acquisition and Use EXPECTATION / STRAND GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	GOAL	L.4.3.	
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 Vocabulary Acquisition and Use EXPECTATION / STRAND GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
where informal discourse is appropriate (e.g., small-group discussion). PERFORMANCE / CONTENT STANDARD AK.L.4. Language Standards Vocabulary Acquisition and Use EXPECTATION / STRAND COAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	INDICATOR	L.4.3.b.	Choose punctuation for effect.
GRADE LEVEL EXPECT ATION / STRAND GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases			
EXPECTATION / STRAND GOAL L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases	INDICATOR	L.4.3.c.	
	PERFORMANCE / CONTENT		where informal discourse is appropriate (e.g., small-group discussion).
	PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /		where informal discourse is appropriate (e.g., small-group discussion). Language Standards

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

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.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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Alaska Content and Performance Standards

Language Arts

PERFORMANCE AK.W.4. / CONTENT STANDARD

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, problemsolution, 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 ST ANDARD	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 ST ANDARD	AK.W.4.	Writing Standards
/ CONTENT	AK.W.4.	Writing Standards Range of Writing
CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.W.4. W.4.10.	
GRADE LEVEL EXPECT ATION / STRAND		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.4.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.4.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	W.4.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration 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'
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	W.4.10. AK.SL.4.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration 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. Come to discussions prepared, having read or studied required material; explicitly draw on that

INDICATOR	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
PERFORMANCE / CONTENT ST AND ARD	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		Conventions of Standard English
EXPECTATION / STRAND		Comontonio di Giandana Englion
	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND	L.4.2. L.4.2.a.	Demonstrate command of the conventions of standard English capitalization,
STRAND		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL INDICATOR	L.4.2.a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT	L.4.2.a. L.4.2.d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT ST AND ARD GRADE LEVEL EXPECT ATION /	L.4.2.a. L.4.2.d.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT ST AND ARD GRADE LEVEL EXPECT ATION / STRAND	L.4.2.d. L.4.2.d. AK.L.4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or
GOAL INDICATOR INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	L.4.2.d. AK.L.4.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STANDARD

GOAL

INDICATOR

GRADE LEVEL

EXPECTATION / STRAND

Fluency

RF.4.4.

RF.4.4.a.

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 07: Unit 3 Retelling Narrative Stories, p. 55-58

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012 **PERFORMANCE** AK.RL.4. **Reading Standards for Literature** / CONTENT STANDARD **GRADE LEVEL** Key Ideas and Details **EXPECTATION /** STRAND 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. 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. 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). PERFORMANCE AK.RL.4. Reading Standards for Literature / CONTENT **STANDARD GRADE LEVEL** Range of Reading and Level of Complexity **EXPECTATION /** STRAND 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. **PERFORMANCE** AK.RF.4. Foundational Skills / CONTENT

Read with sufficient accuracy and fluency to support comprehension.

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 ST ANDARD	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, problemsolution, 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 ST ANDARD	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.	including visually, quantitatively, and orally. Speaking and Listening Standards
/ CONTENT		
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /		Speaking and Listening Standards
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	AK.SL.4.	Presentation of Knowledge and Ideas 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
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	AK.SL.4. SL.4.6.	Presentation of Knowledge and Ideas 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.)
GRADE LEVEL EXPECT ATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION /	AK.SL.4. SL.4.6.	Presentation of Knowledge and Ideas 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.) Language Standards

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 08: Unit 3 Retelling Narrative Stories, p. 59-64

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012 PERFORMANCE AK.W.4. **Writing Standards** / CONTENT **STANDARD GRADE LEVEL Text Types and Purposes** EXPECTATION / **STRAND** GOAL W.4.3. Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problemsolution, 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 AK.W.4. **Writing Standards** / CONTENT

STANDARD

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.)

/ CONTENT STANDARD	AKLET.	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

PERFORMANCE

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).
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 09: Unit 4 Summarizing a Reference, p. 65-74

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012 **PERFORMANCE** AK.RI.4. Reading Standards for Informational Text / CONTENT STANDARD **GRADE LEVEL Key Ideas and Details EXPECTATION /** STRAND 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 AK.RI.4. Reading Standards for Informational Text / CONTENT STANDARD **GRADE LEVEL** Craft and Structure **EXPECTATION /** STRAND 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.

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT STANDARD AK.RI.4.

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
/ CONTENT	AK.W.4.	Writing Standards Text Types and Purposes
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.W.4. W.4.2.	
GRADE LEVEL EXPECTATION / STRAND		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	W.4.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	W.4.2. W.4.2.a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other
I CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR INDICATOR	W.4.2.a. W.4.2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus. Link ideas within categories of information using words and phrases (e.g., another, for example,
GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR INDICATOR	W.4.2.a. W.4.2.b. W.4.2.c.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

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
/ CONTENT	AK.L.4.	Language Standards Conventions of Standard English
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.4.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	L.4.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.4.1. L.4.1.f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	L.4.1. L.4.1.f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	L.4.1.f. L.4.1.f. AK.L.4.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,
J CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECT ATION / STRAND GOAL	L.4.1. L.4.1.f. AK.L.4.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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).
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 10: Unit 4 Summarizing a Reference, p. 75-82

Alaska Content and Performance Standards

		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 ST ANDARD	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.

/ CONTENT STANDARD		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 ST ANDARD	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.	ideas and expressing their own clearly. 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.a. SL.4.1.b.	Come to discussions prepared, having read or studied required material; explicitly draw on that
		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.	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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments
INDICATOR	SL.4.1.b. SL.4.1.c.	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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the
INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT	SL.4.1.b. SL.4.1.c. SL.4.1.d.	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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
INDICATOR INDICATOR INDICATOR PERFORMANCE / CONTENT ST ANDARD GRADE LEVEL EXPECT ATION /	SL.4.1.b. SL.4.1.c. SL.4.1.d.	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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Speaking and Listening Standards

PERFORMANCE AK.W.4.

Writing 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 ST AND ARD	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).
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,

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Alaska Content and Performance Standards

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.

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

Reading Standards for Informational Text

PERFORMANCE

/ CONTENT

AK.RI.4.

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
/ CONTENT	AK.W.4.	Research to Build and Present Knowledge
J CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.4.8.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	W.4.8.	Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	W.4.8.	Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Writing Standards
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	W.4.8. AK.W.4.	Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	W.4.8. AK.W.4.	Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses
GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	W.4.8. AK.W.4. W.4.9.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Writing Standards Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text.").

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
EXPECTATION /	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
EXPECTATION / STRAND	SL.4.2. AK.SL.4.	Paraphrase portions of a text read aloud or information presented in diverse media and formats,
GOAL PERFORMANCE / CONTENT		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /		Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards
EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	AK.SL.4.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards Presentation of Knowledge and Ideas 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
GOAL PERFORMANCE / CONTENT STANDARD GOAL GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT	AK.SL.4. SL.4.6.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards Presentation of Knowledge and Ideas 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.)
GOAL PERFORMANCE / CONTENT STANDARD GOAL GRADE LEVEL EXPECTATION / STRAND GOAL PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRANDARD	AK.SL.4. SL.4.6.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards Presentation of Knowledge and Ideas 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.) Language Standards

PERFORMANCE / CONTENT STANDARD	AK.L.4.	Language Standards
GRADE LEVEL EXPECT ATION / 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).

PERFORMANCE	AK.L.4.	Language Standard
/ CONTENT		
STANDARD		

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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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 ST ANDARD	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

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
/ CONTENT	AK.L.4.	Language Standards Conventions of Standard English
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.4.	
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	L.4.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.4.1. L.4.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.4.1.d. L.4.1.f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION /	L.4.1.d. L.4.1.f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND	L.4.1.d. L.4.1.f. AK.L.4.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization,

STANDARD		
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).
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).

PERFORMANCE AK.L.4.

/ CONTENT

Language Standards

Alaska Content and Performance Standards

		Grade 4 - Adopted: 2012
PERFORMANCE / CONTENT ST ANDARD	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.").
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	SL.4.1.d. AK.SL.4.	
PERFORMANCE / CONTENT		discussion.

PERFORMANCE / CONTENT ST ANDARD	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).
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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Alaska Content and Performance Standards

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, problemsolution, 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 ST ANDARD	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 ST AND ARD	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 ST ANDARD	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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Alaska Content and Performance Standards

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, problemsolution, 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.
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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Alaska Content and Performance Standards

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.
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		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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Alaska Content and Performance Standards

Language Arts

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, problemsolution, 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 ST ANDARD	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 ST ANDARD	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	AK.L.4.	Language Standards
/ CONTENT		
STANDARD		

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
/ CONTENT	AK.L.4.	Language Standards Vocabulary Acquisition and Use

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Alaska Content and Performance Standards

Language Arto		
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.").
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.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

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Language Arts

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.

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.
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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Alaska Content and Performance Standards

Language Arts

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

STRAND

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

STANDARD		
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 ST AND ARD	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 ST ANDARD	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.

PERFORMANCE AK.W.4.

/ CONTENT

Writing Standards

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).

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Alaska Content and Performance Standards

Language Arts

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.
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 ST ANDARD	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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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		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
/ CONTENT	AK.L.4.	Language Standards Conventions of Standard English
CONTENT STANDARD GRADE LEVEL EXPECTATION /	AK.L.4.	
GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage
GRADE LEVEL EXPECT ATION / STRAND	L.4.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.4.1. L.4.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.4.1.d. L.4.1.f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT ST ANDARD GRADE LEVEL EXPECTATION /	L.4.1.d. L.4.1.f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards

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

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endangered when discussing animal preservation).

Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012 **PERFORMANCE** AK.W.4. **Writing Standards** / CONTENT **STANDARD GRADE LEVEL Text Types and Purposes** EXPECTATION / STRAND W.4.2. GOAL 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.

STANDARD		
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.

PERFORMANCE AK.W.4.

/ CONTENT

Writing Standards

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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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

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

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Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012 **Writing Standards PERFORMANCE** AK.W.4. / CONTENT **STANDARD GRADE LEVEL Text Types and Purposes EXPECTATION /** STRAND W.4.2. GOAL 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** AK.W.4. **Writing Standards** / CONTENT

STANDARD

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 ST ANDARD	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
/ CONTENT	AK.L.4.	Language Standards Vocabulary Acquisition and Use

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Alaska Content and Performance Standards

		Grade 4 - Adopted: 2012	
PERFORMANCE / CONTENT ST ANDARD	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 ST ANDARD	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.4.5.	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).
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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Alaska Content and Performance Standards

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 ST ANDARD	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 ST ANDARD	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.").

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 ST AND ARD	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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Alaska Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

PERFORMANCE / CONTENT STANDARD

AK.W.4.

Writing Standards

GRADE LEVEL EXPECT ATION / 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 EXPECT ATION / 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	AK.L.4.	Language Standards
/ CONTENT STANDARD	AIX.L.4.	
/ CONTENT	ANL.4.	Knowledge of Language
/ CONTENT STANDARD GRADE LEVEL EXPECTATION /	L.4.3.	
GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL	L.4.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
/ CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR	L.4.3. L.4.3.b.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations
J CONTENT STANDARD GRADE LEVEL EXPECTATION / STRAND GOAL INDICATOR PERFORMANCE / CONTENT	L.4.3.b. L.4.3.c.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect. 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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Alaska Content and Performance Standards

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 ST ANDARD	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
	1.4.4	Demonstrate command of the conventions of standard English grammer and usage
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).