Main Criteria: Discoveries in Writing

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

Hawaii Content and Performance Standards

		Language Arts
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.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.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Comprehension and Collaboration Comprehension and Collaboration 4.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:

EXPECTATION / a. Come to discussions prepared, having read or studied required material; explicitly draw on that TOPIC preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.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.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

4.L.5.

Acquire and use accurately 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

Hawaii Content and Performance Standards

	Grade 4 - Adopted: 2025
	Reading Anchor Standards
	Key Ideas and Details
R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
	Reading Anchor Standards
	Craft and Structure
R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	Reading Anchor Standards
	Range of Reading and Level of Text Complexity
	R.2.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT		Speaking and Listening Anchor Standards
STANDARD / COURSE		Speaking and Listening Anchor Standards
		Comprehension and Collaboration
STANDARD / PERFORMANCE INDICATOR /	SL.1.	
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	SL.1.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	SL.1.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	SL.1.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Language Anchor Standards

CONTENT	
STANDARD	
COURSE	

BENCHMARK

Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION /	4.RI.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.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:

Use correct capitalization.

EXPECTATION /

TOPIC

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD /		Writing Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.3.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.W.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use dialogue and description to develop experiences and events or show the responses of
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CONTENT STANDARD / COURSE

Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:	
EXPECTATION / TOPIC	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.	
EXPECTATION / TOPIC	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.	
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
CONTENT STANDARD / COURSE		Language	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:	
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
CONTENT STANDARD / COURSE		Language	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:	
EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
CONTENT STANDARD / COURSE		Language	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

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

Hawaii Content and Performance Standards

Grade 4 - Adopted: 2025		
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT ST ANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT ST ANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.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.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT	
STANDARD	
COURSE	

TOPIC

Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
		Writing Foundations
CONTENT STANDARD / COURSE		
STANDARD /		Handwriting, Spelling, and Sentence Formation
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.WF.3.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.WF.3. b.	Handwriting, Spelling, and Sentence Formation Demonstrate command of the conventions of English when writing, including multi-
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Handwriting, Spelling, and Sentence Formation Demonstrate command of the conventions of English when writing, including multiparagraph texts:
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Handwriting, Spelling, and Sentence Formation Demonstrate command of the conventions of English when writing, including multiparagraph texts: Use correct capitalization.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Handwriting, Spelling, and Sentence Formation Demonstrate command of the conventions of English when writing, including multiparagraph texts: Use correct capitalization. Writing

formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.

EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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
		Hawaii Content and Performance Standards
		Language Arts
		Grade 4 - Adopted: 2025

CONTENT	
STANDARD /	
COURSE	

Reading Anchor Standards

STANDARD /
PERFORMANCE
INDICATOR /
DOMAIN

Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT ST ANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.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.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.

CONTENT STANDARD / COURSE

Writing Foundations

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION /	b.	Use correct capitalization.
TOPIC		
CONTENT STANDARD / COURSE		Writing
CONTENT STANDARD /		Writing Text Types and Purposes
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.2.	
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.W.2. a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly and organize related information in paragraphs and sections; include
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly: Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and

EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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 05: Unit 3 Retelling Narrative Stories, p. 43-48

Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2025 CONTENT **Reading Anchor Standards** STANDARD / **COURSE** STANDARD / **Key Ideas and Details** PERFORMANCE INDICATOR / **DOMAIN** INDICATOR / R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite **GRADE LEVEL** specific textual evidence when writing or speaking to support conclusions drawn from the text. EXPECTATION / BENCHMARK INDICATOR / R.2. Determine main/central ideas or themes of a text and analyze their development; summarize the GRADE LEVEL key supporting details and ideas. EXPECTATION / BENCHMARK INDICATOR / R.3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. **GRADE LEVEL** EXPECTATION / BENCHMARK CONTENT **Reading Anchor Standards** STANDARD / **COURSE** STANDARD / Range of Reading and Level of Text Complexity PERFORMANCE INDICATOR / **DOMAIN**

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT		Language Anchor Standards
STANDARD / COURSE		
STANDARD /		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, describe in depth a character, setting, or event in a story or drama.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RL.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

CONTENT	
ST ANDARD	
COURSE	

Reading Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RL.10.	Read and comprehend literary texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	С.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Speaking & Listening
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.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.
CONTENT ST ANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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 06: Unit 3 Retelling Narrative Stories, p. 49-54

Hawaii Content and Performance Standards

		Language Arts
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.

CONTENT STANDARD / COURSE

Writing Foundations

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:

EXPECTATION / b.
TOPIC

b. Use correct capitalization.

ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	C.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
PERFORMANCE INDICATOR /	4.W.4.	Production and Distribution of Writing 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 Writing Foundations and Language standards.)
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.W.4.	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 Writing
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	4.W.4.	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 Writing Foundations and Language standards.)
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.4. 4.SL.1.	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 Writing Foundations and Language standards.) Speaking & Listening
PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		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 Writing Foundations and Language standards.) Speaking & Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas

CONTENT

Writing

EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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

Hawaii Content and Performance Standards

Grade 4 - Adopted: 2025		
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RL.2.	Analyze literary text development:
EXPECTATION / TOPIC	a.	Determine a theme of a story, drama, or poem from details in the text.
EXPECTATION / TOPIC	b.	Summarize the text, incorporating a theme determined from details in the text.
CONTENT STANDARD / COURSE		Reading Literature
ST ANDARD /		Key Ideas and Details
PERFORMANCE INDICATOR / DOMAIN		

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RL.3.	Describe story elements:
EXPECTATION / TOPIC	a.	Drawing on specific details in the text, describe in depth a character, setting, or event in a story or drama.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RL.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CONTENT STANDARD / COURSE		Reading Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RL.10.	Read and comprehend literary texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	C.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR /	
GRADE LEVEL	
EXPECTATION	/
BENCHMARK	

4.L.5.

Acquire and use accurately 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

Hawaii Content and Performance Standards

Language Arts		
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multiparagraph texts:
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	C.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT
STANDARD
COURSE

Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	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.
CONTENT		
CONTENT STANDARD / COURSE		Language
STANDARD /		Vocabulary Acquisition and Use
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.L.4.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.L.4. c.	Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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

Hawaii Content and Performance Standards

Language Arts

		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT ST ANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.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.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT	
STANDARD	
COURSE	

TOPIC

Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
		Writing Foundations
CONTENT STANDARD / COURSE		
STANDARD /		Handwriting, Spelling, and Sentence Formation
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.WF.3.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.WF.3.	Handwriting, Spelling, and Sentence Formation Demonstrate command of the conventions of English when writing, including multi-
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Handwriting, Spelling, and Sentence Formation Demonstrate command of the conventions of English when writing, including multiparagraph texts:
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Handwriting, Spelling, and Sentence Formation Demonstrate command of the conventions of English when writing, including multiparagraph texts: Use correct capitalization.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Handwriting, Spelling, and Sentence Formation Demonstrate command of the conventions of English when writing, including multiparagraph texts: Use correct capitalization. Writing

formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:

EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	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.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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

Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2025			
CONTENT STANDARD / COURSE		Reading Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD /		Writing Anchor Standards Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	W.2.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	W.2.	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	W.2.	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	W.2.	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.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.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones

EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT		Welting
CONTENT STANDARD / COURSE		Writing
STANDARD /		Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.6.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.W.6. b.	Comprehension and Collaboration Conduct short research projects that build knowledge through investigation of
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Comprehension and Collaboration Conduct short research projects that build knowledge through investigation of different aspects of a topic:
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Comprehension and Collaboration Conduct short research projects that build knowledge through investigation of different aspects of a topic: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Comprehension and Collaboration Conduct short research projects that build knowledge through investigation of different aspects of a topic: Draw evidence from literary or informational texts to support analysis, reflection, and research. Speaking & Listening

EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	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.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT ST ANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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 11: Unit 4 Summarizing a Reference, p. 83-92

Hawaii Content and Performance Standards

		Language Arts
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT		Speaking and Listening Anchor Standards
STANDARD / COURSE		Speaking and Listening Anchor Standards
		Comprehension and Collaboration
STANDARD / PERFORMANCE INDICATOR /	SL.1.	
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	SL.1.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	SL.1.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	SL.1.	Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Language Anchor Standards

CONTENT	
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BENCHMARK

Language Anchor Standards

CT AND ADD /		Vacabulana Association and Has
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION /	4.RI.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.

CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:

Use correct capitalization.

EXPECTATION /

TOPIC

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD /		Writing Text Types and Purposes
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.3.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.W.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use dialogue and description to develop experiences and events or show the responses of
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Foundations and Language standards.)

Writing

EXPECTATION /

BENCHMARK

CONTENT STANDARD / COURSE

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	С.	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:

EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	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.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE		Vocabulary Acquisition and Use
INDICATOR / DOMAIN		
	4.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.L.4. c.	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		word meanings: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Language

Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

Hawaii Content and Performance Standards

Language Arts

Grade **4** - Adopted: **2025**

CONTENT STANDARD / COURSE

Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational

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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.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.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:

EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION /	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / COURSE
STANDARD / PERFORMANCE INDICATOR / DOMAIN
INDICATOR / GRADE LEVEL EXPECTATION BENCHMARK
EXPECTATION /

Language

V	ocabulary Acquisition and Use
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:

C.

4.L.4.

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

CONTENT STANDARD / **COURSE**

Language

STANDARD /
PERFORMANCE
INDICATOR /
DOMAIN

Vocabulary Acquisition and Use

INDICATOR / **GRADE LEVEL** EXPECTATION / **BENCHMARK**

4.L.5.

Acquire and use accurately 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 13: Unit 4 Summarizing a Reference, p. 103-112

Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2025

CONTENT STANDARD / COURSE

Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN
INDICATOR / GRADE LEVEL

Key Ideas and Details

EXPECTATION / **BENCHMARK**

R.1.

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

R.2.

Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / **GRADE LEVEL** EXPECTATION / BENCHMARK

R.3.

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CONTENT
STANDARD
COURSE

Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:

EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.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.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT		Reading Informational
STANDARD / COURSE		
		Range of Reading and Level of Text Complexity
STANDARD / PERFORMANCE INDICATOR /	4.RI.10.	Range of Reading and Level of Text Complexity Read and comprehend informational texts appropriately complex for grade 4.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.RI.10.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4. Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Read and comprehend informational texts appropriately complex for grade 4. Writing Foundations Handwriting, Spelling, and Sentence Formation

CONTENT	
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Writing Foundations

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION /	C.	Pose and respond to specific questions to clarify or follow up on information, and make comments

EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION /	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word
TOPIC		or phrase.
EXPECTATION / TOPIC	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.
EXPECTATION /	C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to
EXPECTATION / TOPIC CONTENT STANDARD /	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.
EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	C. 4.L.4.	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. Language
EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		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. Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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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Hawaii Content and Performance Standards

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Language Arts		
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION /	b.	Use correct capitalization.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	C.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD /		Writing Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.4.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.W.4.	Production and Distribution of Writing 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 Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	4.W.4.	Production and Distribution of Writing 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 Writing Foundations and Language standards.)
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.4.	Production and Distribution of Writing 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 Writing Foundations and Language standards.) Writing

Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	С.	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Speaking & Listening
ST ANDARD / PERFORMANCE		Presentation of Knowledge and Ideas
INDICATOR / DOMAIN		
	4.SL.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.
INDICATOR / GRADE LEVEL EXPECTATION /	4.SL.4.	appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	4.SL.4.	appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.S.L.4.	appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Language

EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		Lesson 15: Unit 5 Writing from Pictures, p. 119-124
		Hawaii Content and Performance Standards
		Language Arts
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	C.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:

EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT	
STANDARD	ı
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Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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 16: Unit 5 Writing from Pictures, p. 125-128

Hawaii Content and Performance Standards

Language Arts

Language Arts		
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.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.

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

Hawaii Content and Performance Standards

		Language Arts
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.

Writing Foundations

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:

EXPECTATION / b.
TOPIC

b. Use correct capitalization.

CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	C.	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION / TOPIC	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD / COURSE		Writing
STANDARD /		Writing Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.4.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.W.4.	Production and Distribution of Writing 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 Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	4.W.4.	Production and Distribution of Writing 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 Writing Foundations and Language standards.)
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.4.	Production and Distribution of Writing 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 Writing Foundations and Language standards.) Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /		Production and Distribution of Writing 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 Writing Foundations and Language standards.) Writing Research to Build and Present Knowledge Conduct short research projects that build knowledge through investigation of

Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	e.	Use prepositional phrases.
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Hawaii Content and Performance Standards

Language Arts		
Grade 4 - Adopted: 2025		
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Writing

STANDARD /		
PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION /	a.	Come to discussions propored having road or studied required material; explicitly draw on that
TOPIC		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.
EXPECTATION / TOPIC	c.	
EXPECTATION /	c.	preparation and other information known about the topic to explore ideas under discussion. Pose and respond to specific questions to clarify or follow up on information, and make comments
EXPECTATION / TOPIC EXPECTATION /		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
EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /		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.

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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION /	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

Hawaii Content and Performance Standards

Language Arts

		Language Arts
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR /	W.6.	Conduct short as well as more sustained research projects based on focused questions,

investigation, and avoiding plagiarism.

integrating credible print and digital sources, demonstrating understanding of the subject under

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Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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).
	Lesso	n 20: Unit 6 Summarizing Multiple References, p. 149-162
		Hawaii Content and Performance Standards

		Language Arts
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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Reading Informational

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.

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Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	С.	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.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.
CONTENT STANDARD / COURSE		Language
STANDARD /		Language Conventions of English
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.L.1.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.L.1. f.	Conventions of English Demonstrate command of the conventions of English grammar and usage when reading,
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Conventions of English Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Conventions of English Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Conventions of English Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language

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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Hawaii Content and Performance Standards

Language Arts		
Grade 4 - Adopted: 2025		
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION /	a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT ST ANDARD / COURSE		Writing
STANDARD /		Writing Production and Distribution of Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.4.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.W.4.	Production and Distribution of Writing 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 Writing
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD /	4.W.4.	Production and Distribution of Writing 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 Writing Foundations and Language standards.)
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.4.	Production and Distribution of Writing 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 Writing Foundations and Language standards.) Writing

CONTENT
STANDARD
COURSE

Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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 22: Unit 6 Summarizing Multiple References, p. 171-184

Hawaii Content and Performance Standards

		Language Arts
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.2.	Determine main/central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / COURSE		Reading Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD / COURSE		Writing Anchor Standards
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT ST ANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.Rl.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.2.	Analyze informational text development:
EXPECTATION / TOPIC	a.	Determine the main/central idea of a text and explain how it is supported by key details.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.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.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD / COURSE		Reading Informational
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.RI.10.	Read and comprehend informational texts appropriately complex for grade 4.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:

EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.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.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT ST ANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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 23: Unit 6 Summarizing Multiple References, p. 185-191

Hawaii Content and Performance Standards

Language Arts		
Grade 4 - Adopted: 2025		
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT ST ANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT ST ANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	e.	Use prepositional phrases.
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Hawaii Content and Performance Standards

Language Arts

Grade **4** - Adopted: **2025**

CONTENT STANDARD / COURSE Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.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.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Lesson 25: Unit 7 Inventive Writing, p. 197-202

Hawaii Content and Performance Standards

Language Arts

Language Arts			
		Grade 4 - Adopted: 2025	
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.	

CONTENT
STANDARD
COURSE

Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	e.	Use prepositional phrases.
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.3.	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:
EXPECTATION / TOPIC	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.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
EXPECTATION / TOPIC	C.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR /	
GRADE LEVEL	
EXPECTATION	/
BENCHMARK	

4.L.5.

Acquire and use accurately 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 26: Unit 7 Inventive Writing, p. 203-210

Hawaii Content and Performance Standards

Language Arts		
	Grade 4 - Adopted: 2025	
	Writing Anchor Standards	
	Text Types and Purposes	
W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	Writing Anchor Standards	
	Production and Distribution of Writing	
W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.	
	Writing Anchor Standards	
	Research to Build and Present Knowledge	
W.6.	Conduct short as well as more sustained research projects based on focused questions, integrating credible print and digital sources, demonstrating understanding of the subject under investigation, and avoiding plagiarism.	
	Speaking and Listening Anchor Standards	
	Comprehension and Collaboration	
	W.4.	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multiparagraph texts:

EXPECTATION / TOPIC	a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
ST ANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language

PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / GRADE LEVEL EXPECTATION / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / DOMAIN EXPECTATION / TOPIC CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK Language CONTENT STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK LEXECTATION / STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK LEXED ACQUIRE and use accurately 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 27: Unit 7 Inventive Writing, p. 211-218			
### Writing, or speaking: #### Writing or speaking: #### W	PERFORMANCE INDICATOR /		Conventions of English
TOPIC than a red small bag): EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC Topic CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK Topic than a red small bag): Use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Vocabulary Acquisition and Use Vocabulary Acquisition and Use Acquire and use accurately 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).	GRADE LEVEL EXPECTATION /	4.L.1.	
EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Vocabulary Acquisition and Use Vocabulary Acquisition and Use Vocabulary Acquisition and Use Acquire and use accurately 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).		d.	
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN Acquire and use accurately 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).		e.	Use prepositional phrases.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK STANDARD / Vocabulary Acquisition and Use Vocabulary Acquisition and Use Vocabulary Acquisition and Use Vocabulary Acquisition and Use Acquire and use accurately 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).		f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANCE INDICATOR / DOMAIN INDICATOR / 4.L.5. Acquire and use accurately 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).	STANDARD /		Language
GRADE LEVEL phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, EXPECTATION / whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).			
Lesson 27: Unit 7 Inventive Writing, p. 211-218	INDICATOR /		Vocabulary Acquisition and Use
	INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.L.5.	Acquire and use accurately 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

Hawaii Content and Performance Standards

Language Arts Writing Anchor Standards CONTENT STANDARD / COURSE STANDARD / **Text Types and Purposes** PERFORMANCE INDICATOR / DOMAIN INDICATOR / W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly **GRADE LEVEL** and accurately through the effective selection, organization, and analysis of content. EXPECTATION / BENCHMARK **Writing Anchor Standards** CONTENT STANDARD / **COURSE** STANDARD / **Production and Distribution of Writing**

PERFORMANCE INDICATOR / DOMAIN

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT		Writing Foundations
STANDARD / COURSE		
		Handwriting, Spelling, and Sentence Formation
STANDARD / PERFORMANCE INDICATOR /	4.WF.2.	Handwriting, Spelling, and Sentence Formation Know and apply phonics and word analysis skills when encoding words:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.WF.2. a.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Know and apply phonics and word analysis skills when encoding words:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Know and apply phonics and word analysis skills when encoding words: Spell single-syllable words that are homophones
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	a.	Know and apply phonics and word analysis skills when encoding words: Spell single-syllable words that are homophones Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	a.	Know and apply phonics and word analysis skills when encoding words: Spell single-syllable words that are homophones Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words. Writing Foundations

EXPECTATION / TOPIC	a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	e.	Use prepositional phrases.
EXPECTATION /	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
CONTENT STANDARD /		Language Vocabulary Acquisition and Use
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.L.4.	
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.L.4. c.	Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in

Lesson 28: Unit 7 Inventive Writing, p. 219-226

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Language Arts			
Grade 4 - Adopted: 2025			
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STANDARD / COURSE		Writing Anchor Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones

EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT ST ANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.3.	Demonstrate command of the conventions of English when writing, including multi- paragraph texts:
EXPECTATION / TOPIC	a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT ST ANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly:
EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.
CONTENT		Welting
CONTENT STANDARD / COURSE		Writing
STANDARD /		Comprehension and Collaboration
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.W.6.	
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.W.6. b.	Comprehension and Collaboration Conduct short research projects that build knowledge through investigation of
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Comprehension and Collaboration Conduct short research projects that build knowledge through investigation of different aspects of a topic:
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /		Comprehension and Collaboration Conduct short research projects that build knowledge through investigation of different aspects of a topic: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /		Comprehension and Collaboration Conduct short research projects that build knowledge through investigation of different aspects of a topic: Draw evidence from literary or informational texts to support analysis, reflection, and research. Speaking & Listening

EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	e.	Use prepositional phrases.
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		Lesson 29: Unit 7 Inventive Writing, p. 227-234
		Hawaii Content and Performance Standards
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Language Arts

Grade 4 - Adopted: 2025		
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words. Writing Foundations
TOPIC CONTENT STANDARD /	C.	
CONTENT STANDARD / COURSE STANDARD / PERFORMANCE INDICATOR /	4.WF.3.	Writing Foundations

EXPECTATION / TOPIC	b.	Use correct capitalization.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	e.	Use prepositional phrases.
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Hawaii Content and Performance Standards

Language Arts

		Language Arts
		Grade 4 - Adopted: 2025
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD / COURSE		Writing Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.	Develop and strengthen writing that is appropriate to task, purpose, and audience by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / COURSE		Speaking and Listening Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / COURSE		Language Anchor Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.

CONTENT	
STANDARD	I
COURSE	

Language Anchor Standards

STANDARD /		
PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.5.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / COURSE		Writing Foundations
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Handwriting, Spelling, and Sentence Formation
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.WF.2.	Know and apply phonics and word analysis skills when encoding words:
EXPECTATION / TOPIC	a.	Spell single-syllable words that are homophones
EXPECTATION / TOPIC	C.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
CONTENT STANDARD /		Writing Foundations
COURSE		
		Handwriting, Spelling, and Sentence Formation
STANDARD / PERFORMANCE INDICATOR /	4.WF.3.	Handwriting, Spelling, and Sentence Formation Demonstrate command of the conventions of English when writing, including multiparagraph texts:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION /	4.WF.3. a.	Demonstrate command of the conventions of English when writing, including multi-
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		Demonstrate command of the conventions of English when writing, including multi-paragraph texts:
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC	a.	Demonstrate command of the conventions of English when writing, including multiparagraph texts: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STANDARD / PERFORMANCE INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	a.	Demonstrate command of the conventions of English when writing, including multiparagraph texts: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Use correct capitalization.

EXPECTATION / TOPIC	a.	Introduce a topic clearly and organize related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	C.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:
EXPECTATION / TOPIC	b.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.4.	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 Writing Foundations and Language standards.)
CONTENT STANDARD / COURSE		Writing
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	a.	Write notes on relevant information collected from experiences and/or print and digital sources, sort into categories, and provide a list of sources.

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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.W.6.	Conduct short research projects that build knowledge through investigation of different aspects of a topic:
EXPECTATION / TOPIC	b.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / COURSE		Speaking & Listening
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	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.
EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD / COURSE		Language
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
INDICATOR / GRADE LEVEL EXPECT ATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION / TOPIC	e.	Use prepositional phrases.
EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.5.	Acquire and use accurately 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).