

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
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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	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.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**

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		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 teacher-led) 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	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).
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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
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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.
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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.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	R.3.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
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**CONTENT
STANDARD /
COURSE**

Reading Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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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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**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 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.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.
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**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****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.
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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.
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EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**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.
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**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.
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**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).

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
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.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.
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**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.
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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.
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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).

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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	
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.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
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EXPECTATION / TOPIC	c.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
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**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.
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**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.
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EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION / TOPIC	c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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 teacher-led) 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

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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
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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.
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.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**

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
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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	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

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**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.
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**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.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 teacher-led) 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.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

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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
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 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	
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	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 teacher-led) 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
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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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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
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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.
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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.
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**CONTENT
STANDARD /
COURSE**

Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.
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**CONTENT
STANDARD /
COURSE**

Speaking and Listening Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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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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**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.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
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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.)
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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 teacher-led) 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
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).

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
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.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.
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**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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**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.
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**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 teacher-led) 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.
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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.
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EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**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.
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**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).
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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).
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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 / 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.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.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 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 teacher-led) 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.
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EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**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.
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**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.
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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.
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**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).
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**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 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

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.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.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.
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**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 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 teacher-led) 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 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**

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.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 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 / 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
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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		Key Ideas and Details
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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
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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.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:

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
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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
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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
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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
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INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

4.SL.1.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly:

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).
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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.
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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).
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CONTENT STANDARD / COURSE		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 14: Unit 5 Writing from Pictures, p. 113-118

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**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 / 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.
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**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.
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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.
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EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**CONTENT
STANDARD /
COURSE**

Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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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.
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**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).
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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

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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.
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.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.
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**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 16: Unit 5 Writing from Pictures, p. 125-128

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**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 teacher-led) 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

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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.

**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.
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**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.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.
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**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.
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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.
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EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**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).
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EXPECTATION / TOPIC	e.	Use prepositional phrases.
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EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**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 teacher-led) 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	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

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 / 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.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.
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**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.
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EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION / TOPIC	c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
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**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.
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**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		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 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.

**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		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
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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.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**

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 teacher-led) 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.
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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.
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EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**CONTENT
STANDARD /
COURSE**

Speaking & Listening

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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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.
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**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.
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**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.
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**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 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.

**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.
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**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	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		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.
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**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.
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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.
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EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**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).
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EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**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

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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		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.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.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.
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 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 23: Unit 6 Summarizing Multiple References, p. 185-191

Hawaii Content and Performance Standards

Language Arts

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**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.
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**CONTENT
STANDARD /
COURSE**

Writing

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.)
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**CONTENT
STANDARD /
COURSE**

Speaking & Listening

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

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Language Arts

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**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
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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.
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CONTENT
STANDARD /
COURSE

Language

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	4.L.1.	Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:
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EXPECTATION / TOPIC	d.	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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Lesson 25: Unit 7 Inventive Writing, p. 197-202

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
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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.
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CONTENT
STANDARD /
COURSE

Writing Anchor Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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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.
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**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.
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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.
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EXPECTATION / TOPIC	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION / TOPIC	c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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EXPECTATION / TOPIC	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION / TOPIC	e.	Provide a concluding statement or section related to the information or explanation presented.
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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.
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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 teacher-led) 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
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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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Lesson 26: Unit 7 Inventive Writing, p. 203-210

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
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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
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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
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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
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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	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 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	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 27: Unit 7 Inventive Writing, p. 211-218

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
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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.
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	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).
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EXPECTATION / TOPIC	e.	Use prepositional phrases.
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EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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).
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Lesson 28: Unit 7 Inventive Writing, p. 219-226

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
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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	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 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 teacher-led) 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 29: Unit 7 Inventive Writing, p. 227-234

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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
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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.
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		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 teacher-led) 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**

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
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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.
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**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
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EXPECTATION / TOPIC	c.	Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.
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**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	a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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EXPECTATION / TOPIC	b.	Use correct capitalization.
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**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.
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**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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**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.
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**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.
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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.
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EXPECTATION / TOPIC	d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**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).
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EXPECTATION / TOPIC	e.	Use prepositional phrases.
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EXPECTATION / TOPIC	f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**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).