

Main Criteria: Discoveries in Writing

Secondary Criteria: Washington State K-12 Learning Standards and Guidelines

Subject: Language Arts

Grade: 4

Discoveries in Writing

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Key Ideas and Details

CORE CONTENT / CONTENT STANDARD

RI.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD

RI.4.2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Craft and Structure

CORE CONTENT / CONTENT STANDARD

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Integration of Knowledge and Ideas

CORE CONTENT / CONTENT STANDARD

RI.4.8.

Explain how an author uses reasons and evidence to support particular points in a text.

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	WA.RF.4.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANC E EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English

CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.1(f)

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.2(d)

Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.3(c)

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.4(a)

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Washington State K-12 Learning Standards and Guidelines

Language Arts
Grade 4 - Adopted: 2011

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN **WA.RF.4. Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **WA.W.4. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(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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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 03: Unit 2 Writing from Notes, p. 27-34

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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DOMAIN **WA.RI.4.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN **WA.RF.4.** **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
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CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.4(a)

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN

WA.L.4.

Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN

WA.RI.4.

Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD

RI.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD

RI.4.2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN

WA.RI.4.

Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN WA.RF.4. Reading Standards: Foundational Skills

BIG IDEA / CORE CONTENT		Fluency
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CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION L.4.2(a) Use correct capitalization.

CONTENT STANDARD / PERFORMANCE EXPECTATION L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION L.4.3(a) Choose words and phrases to convey ideas precisely.

CONTENT STANDARD / PERFORMANCE EXPECTATION L.4.3(b) Choose punctuation for effect.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(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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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 05: Unit 3 Retelling Narrative Stories, p. 43-48

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN **WA.RL.4.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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DOMAIN **WA.RL.4.** **Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN **WA.RF.4. Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
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CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **WA.W.4. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(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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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.6.	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

DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 07: Unit 3 Retelling Narrative Stories, p. 55-58

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN **WA.RL.4. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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DOMAIN **WA.RL.4. Reading Standards for Literature**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN **WA.RF.4. Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
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CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
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DOMAIN **WA.W.4. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(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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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT
STANDARD /
PERFORMANC
E
EXPECTATION

L.4.1(f)

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT
STANDARD /
PERFORMANC
E
EXPECTATION

L.4.2(a)

Use correct capitalization.

CONTENT
STANDARD /
PERFORMANC
E
EXPECTATION

L.4.2(d)

Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT
STANDARD /
PERFORMANC
E
EXPECTATION

L.4.3(a)

Choose words and phrases to convey ideas precisely.

CONTENT
STANDARD /
PERFORMANC
E
EXPECTATION

L.4.3(b)

Choose punctuation for effect.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.6.	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 09: Unit 4 Summarizing a Reference, p. 65-74

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN **WA.RI.4.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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DOMAIN **WA.RI.4.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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DOMAIN **WA.RI.4.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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DOMAIN **WA.RI.4.** **Reading Standards for Informational Text**

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN **WA.RF.4.** **Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
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CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(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 / PERFORMANCE EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	WA.RF.4.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.4.9(b)

Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD

SL.4.1.

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(a)

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(b)

Follow agreed-upon rules for discussions and carry out assigned roles.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(c)

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(d)

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language

CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.6.	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
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CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN **WA.RF.4. Reading Standards: Foundational Skills**

BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **WA.W.4. Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English

CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(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 / PERFORMANCE EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.6.	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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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DOMAIN	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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DOMAIN	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas

CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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DOMAIN	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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DOMAIN	WA.RF.4.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency

CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN	WA.SL.4.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN	WA.SL.4.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN	WA.SL.4.	Speaking and Listening Standards
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BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN	WA.L.4.	Language Standards
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BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(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 / PERFORMANCE EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 13: Unit 4 Summarizing a Reference, p. 103-112

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
DOMAIN	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
DOMAIN	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	WA.RF.4.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WA.W.4.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(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 / PERFORMANCE EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION L.4.5(c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD L.4.6. 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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.4.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.4.3(c) Use a variety of transitional words and phrases to manage the sequence of events.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.4.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

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

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 15: Unit 5 Writing from Pictures, p. 119-124

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

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

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD

L.4.6. 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 17: Unit 5 Writing from Pictures, p. 129-134

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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CONTENT STANDARD / PERFORMANCE EXPECTATION

W.4.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.4.3(c) Use a variety of transitional words and phrases to manage the sequence of events.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.4.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 18: Unit 6 Summarizing Multiple References, p. 135-142

Washington State K-12 Learning Standards and Guidelines

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Grade 4 - Adopted: 2011

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN **WA.SL.4.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION L.4.3(c) Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD L.4.6. 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 19: Unit 6 Summarizing Multiple References, p. 143-148

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.4.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4.** **Language Standards**

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

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 20: Unit 6 Summarizing Multiple References, p. 149-162

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Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Key Ideas and Details
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CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Craft and Structure
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CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Range of Reading and Level of Text Complexity
CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	WA.RF.4.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		Fluency
CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANC E EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN	WA.W.4.	Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.4.9(b)

Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(a)

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(b)

Follow agreed-upon rules for discussions and carry out assigned roles.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(c)

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(d)

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 21: Unit 6 Summarizing Multiple References, p. 163-170

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Grade 4 - Adopted: 2011

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

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

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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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Washington State K-12 Learning Standards and Guidelines

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Grade 4 - Adopted: 2011

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Key Ideas and Details

CORE CONTENT / CONTENT STANDARD

RI.4.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD

RI.4.2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Craft and Structure

CORE CONTENT / CONTENT STANDARD

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Integration of Knowledge and Ideas

CORE CONTENT / CONTENT STANDARD

RI.4.8.

Explain how an author uses reasons and evidence to support particular points in a text.

DOMAIN WA.RI.4. Reading Standards for Informational Text

BIG IDEA / CORE CONTENT

Range of Reading and Level of Text Complexity

CORE CONTENT / CONTENT STANDARD

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN WA.RF.4. Reading Standards: Foundational Skills

BIG IDEA / CORE CONTENT

Fluency

CORE CONTENT / CONTENT STANDARD	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Conventions of Standard English

CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
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CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(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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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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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Grade 4 - Adopted: 2011

DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.4.9(b)

Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **WA.SL.4.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(a)

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(b)

Follow agreed-upon rules for discussions and carry out assigned roles.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(c)

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CONTENT STANDARD / PERFORMANCE EXPECTATION

SL.4.1(d)

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.6.	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

Washington State K-12 Learning Standards and Guidelines
Language Arts
Grade 4 - Adopted: 2011

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.1(d)

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.3(c)

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD

L.4.6.

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

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

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

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson 26: Unit 7 Inventive Writing, p. 203-210

DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
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CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN WA.SL.4. Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 27: Unit 7 Inventive Writing, p. 211-218

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing
CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
DOMAIN	WA.SL.4.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

DOMAIN

WA.L.4.

Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD

L.4.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.1(d)

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.1(e)

Form and use prepositional phrases.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.1(f)

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN

WA.L.4.

Language Standards

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD

L.4.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.2(a)

Use correct capitalization.

CONTENT STANDARD / PERFORMANCE EXPECTATION

L.4.2(d)

Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN

WA.L.4.

Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 28: Unit 7 Inventive Writing, p. 219-226

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing
CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANC E EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4.** **Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANC E EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 29: Unit 7 Inventive Writing, p. 227-234

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN **WA.W.4. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4.** **Language Standards**

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

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

DOMAIN WA.L.4. Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
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CORE CONTENT / CONTENT STANDARD	L.4.6.	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 30: Unit 7 Inventive Writing, p. 235-239

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 4 - Adopted: 2011

DOMAIN WA.W.4. Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes
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CORE CONTENT / CONTENT STANDARD	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Production and Distribution of Writing

CORE CONTENT / CONTENT STANDARD	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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DOMAIN	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Range of Writing

CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
CORE CONTENT / CONTENT STANDARD	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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DOMAIN **WA.SL.4. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
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CORE CONTENT / CONTENT STANDARD	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
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DOMAIN **WA.L.4. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
CORE CONTENT / CONTENT STANDARD	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.

CONTENT STANDARD / PERFORMANC E EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
DOMAIN	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	L.4.6.	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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