

# Main Criteria: Discoveries in Writing

## Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grade: 4

### Discoveries in Writing

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

## Wyoming Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2012

**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

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

**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.RF.4. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		
<b>Production and Distribution of Writing</b>		
GRADE LEVEL EXAMPLE	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.)
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		
<b>Research to Build and Present Knowledge</b>		
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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").
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		
<b>Comprehension and Collaboration</b>		
GRADE LEVEL EXAMPLE	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.
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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		
<b>Comprehension and Collaboration</b>		
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		
<b>Presentation of Knowledge and Ideas</b>		

GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXAMPLE	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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).
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.4.4.	<b>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.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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).

# Wyoming Content and Performance Standards

## Language Arts

Grade 4 - Adopted: 2012

**CONTENT STANDARD** **WY.RI.4.** **Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD** **WY.RI.4.** **Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.RI.4.** **Reading Standards for Informational Text**

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

**CONTENT STANDARD** **WY.RI.4.** **Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.RF.4.** **Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.4.4(a) Read on-level text with purpose and understanding.

EXPECTATION RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT STANDARD** **WY.W.4.** **Writing Standards**

BENCHMARK		Text Types and Purposes
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>CONTENT STANDARD</b>	<b>WY.W.4. Writing Standards</b>	

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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").
<b>CONTENT STANDARD</b>	<b>WY.W.4. Writing Standards</b>	

<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.

<b>CONTENT STANDARD</b>	<b>WY.SL.4. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	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.
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.

EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.4.3(a) Choose words and phrases to convey ideas precisely.

EXPECTATION L.4.3(b) Choose punctuation for effect.

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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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.4.	<b>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.</b>

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**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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 03: Unit 2 Writing from Notes, p. 27-34

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.4. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	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.
<b>GRADE LEVEL EXAMPLE</b>	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD**      **WY.RI.4. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

**CONTENT STANDARD**      **WY.RI.4. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>GRADE LEVEL EXAMPLE</b>	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD**      **WY.RI.4.      Reading Standards for Informational Text**

<b>BENCHMARK</b>			<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	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.	

**CONTENT STANDARD**      **WY.RF.4.      Reading Standards: Foundational Skills**

<b>BENCHMARK</b>			<b>Fluency</b>
GRADE LEVEL EXAMPLE	RF.4.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>	
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.	
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

<b>BENCHMARK</b>			<b>Text Types and Purposes</b>
GRADE LEVEL EXAMPLE	W.4.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>	
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.	
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.	

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

<b>BENCHMARK</b>			<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)	
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>EXPECTATION</b>	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").
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	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.
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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.4.3(a) Choose words and phrases to convey ideas precisely.

EXPECTATION L.4.3(b) Choose punctuation for effect.

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).

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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.

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** **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE 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

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 4 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.4.      Reading Standards for Informational Text**

<b>BENCHMARK</b>		
<b>Key Ideas and Details</b>		
GRADE LEVEL EXAMPLE	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.

GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**      **WY.RI.4.      Reading Standards for Informational Text**

<b>BENCHMARK</b>		
<b>Craft and Structure</b>		
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD**      **WY.RI.4.      Reading Standards for Informational Text**

<b>BENCHMARK</b>		
<b>Integration of Knowledge and Ideas</b>		
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD**      **WY.RI.4.      Reading Standards for Informational Text**

<b>BENCHMARK</b>		
<b>Range of Reading and Level of Text Complexity</b>		
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD**      **WY.RF.4.      Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		
<b>Fluency</b>		
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION      RF.4.4(a)      Read on-level text with purpose and understanding.

EXPECTATION      RF.4.4(c)      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

<b>BENCHMARK</b>		
<b>Text Types and Purposes</b>		
GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD</b>	<b>WY.W.4. Writing Standards</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>CONTENT STANDARD</b>	<b>WY.W.4. Writing Standards</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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").
<b>CONTENT STANDARD</b>	<b>WY.W.4. Writing Standards</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.SL.4. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
GRADE LEVEL EXAMPLE	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.
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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.

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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**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

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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<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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 05: Unit 3 Retelling Narrative Stories, p. 43-48

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.4.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	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).

<b>CONTENT STANDARD</b>	<b>WY.RL.4.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	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.

<b>CONTENT STANDARD</b>	<b>WY.RF.4.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>BENCHMARK</b>		<b>Fluency</b>
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
<b>EXPECTATION</b>	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>EXPECTATION</b>	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	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.)
<b>GRADE LEVEL EXAMPLE</b>	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>EXPECTATION</b>	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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**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.4.3(a) Choose words and phrases to convey ideas precisely.

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).

**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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.
<b>EXPECTATION</b>	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**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**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.

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

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

**EXPECTATION**      W.4.3(e)      Provide a conclusion that follows from the narrated experiences or events.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)

**GRADE LEVEL EXAMPLE**      W.4.5.      With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>			<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.	
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>	
<b>BENCHMARK</b>			<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.4.1.	<b>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.</b>	
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.	
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.	
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.	
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>	
<b>BENCHMARK</b>			<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	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.	
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>	
<b>BENCHMARK</b>			<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>	
<b>BENCHMARK</b>			<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
EXPECTATION	L.4.2(a)	Use correct capitalization.	
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.	
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>	

<b>BENCHMARK</b>		
<b>GRADE LEVEL EXAMPLE</b>		
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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).

**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		
<b>Vocabulary Acquisition and Use</b>		
GRADE LEVEL EXAMPLE	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 07: Unit 3 Retelling Narrative Stories, p. 55-58

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.4. Reading Standards for Literature**

<b>BENCHMARK</b>		
<b>Key Ideas and Details</b>		
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	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).

**CONTENT STANDARD** **WY.RL.4. Reading Standards for Literature**

<b>BENCHMARK</b>		
<b>Range of Reading and Level of Text Complexity</b>		
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.RF.4. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		
<b>Fluency</b>		
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.

EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		<b>Text Types and Purposes</b>
GRADE LEVEL EXAMPLE	W.4.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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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EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
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EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)

GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.4.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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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**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

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

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>WY.SL.4. Speaking and Listening Standards</b>	

**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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).

**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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.
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** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	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**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXAMPLE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.1.</b>	<b>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.</b>
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<b>EXPECTATION</b>	<b>SL.4.1(a)</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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<b>EXPECTATION</b>	<b>SL.4.1(b)</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
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<b>EXPECTATION</b>	<b>SL.4.1(c)</b>	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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<b>EXPECTATION</b>	<b>SL.4.1(d)</b>	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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**CONTENT STANDARD** **WY.SL.4.** **Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.6.</b>	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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**CONTENT STANDARD** **WY.L.4.** **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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<b>EXPECTATION</b>	<b>L.4.1(f)</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD** **WY.L.4.** **Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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<b>EXPECTATION</b>	<b>L.4.2(a)</b>	Use correct capitalization.
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<b>EXPECTATION</b>	<b>L.4.2(d)</b>	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD** **WY.L.4.** **Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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<b>EXPECTATION</b>	<b>L.4.3(a)</b>	Choose words and phrases to convey ideas precisely.
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<b>EXPECTATION</b>	<b>L.4.3(b)</b>	Choose punctuation for effect.
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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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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.4.	<b>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.</b>

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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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

**CONTENT STANDARD**      **WY.RI.4. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	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.
<b>GRADE LEVEL EXAMPLE</b>	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD**      **WY.RI.4. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD** **WY.RF.4. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
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GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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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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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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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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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").
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	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.
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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>

GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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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**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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.

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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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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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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 10: Unit 4 Summarizing a Reference, p. 75-82**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RI.4. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	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.
<b>GRADE LEVEL EXAMPLE</b>	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD**      **WY.RI.4. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

**CONTENT STANDARD**      **WY.RI.4. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
<b>GRADE LEVEL EXAMPLE</b>	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD**      **WY.RI.4.      Reading Standards for Informational Text**

<b>BENCHMARK</b>			<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	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.	

**CONTENT STANDARD**      **WY.RF.4.      Reading Standards: Foundational Skills**

<b>BENCHMARK</b>			<b>Fluency</b>
GRADE LEVEL EXAMPLE	RF.4.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>	
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.	
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

<b>BENCHMARK</b>			<b>Text Types and Purposes</b>
GRADE LEVEL EXAMPLE	W.4.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>	
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.	
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.	

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

<b>BENCHMARK</b>			<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)	
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

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

GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**    **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**CONTENT STANDARD**    **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION    L.4.2(a)    Use correct capitalization.

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

**CONTENT STANDARD**    **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION    L.4.3(a)    Choose words and phrases to convey ideas precisely.

EXPECTATION    L.4.3(b)    Choose punctuation for effect.

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).

**CONTENT STANDARD**    **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	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.

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.

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.

**CONTENT STANDARD**    **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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).
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXAMPLE	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 11: Unit 4 Summarizing a Reference, p. 83-92

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>CONTENT STANDARD</b>	<b>WY.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>CONTENT STANDARD</b>	<b>WY.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	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.

<b>CONTENT STANDARD</b>	<b>WY.RF.4. Reading Standards: Foundational Skills</b>	
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<b>BENCHMARK</b>		Fluency
<b>GRADE LEVEL EXAMPLE</b>	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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<b>CONTENT STANDARD</b>	<b>WY.W.4. Writing Standards</b>	
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<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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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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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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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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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<b>CONTENT STANDARD</b>	<b>WY.W.4. Writing Standards</b>	
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<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	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.)

GRADE LEVEL EXAMPLE	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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<b>CONTENT STANDARD</b>	<b>WY.W.4. Writing Standards</b>	
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<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

<b>CONTENT STANDARD</b>	<b>WY.W.4. Writing Standards</b>	
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<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

<b>GRADE LEVEL EXAMPLE</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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").
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.4.1.	<b>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.</b>
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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.4.	<b>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.</b>

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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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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	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 12: Unit 4 Summarizing a Reference, p. 93-102**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

<b>CONTENT STANDARD</b>	<b>WY.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

<b>CONTENT STANDARD</b>	<b>WY.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK</b>		<b>Craft and Structure</b>
GRADE LEVEL EXAMPLE	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.

<b>CONTENT STANDARD</b>	<b>WY.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

<b>CONTENT STANDARD</b>	<b>WY.RI.4.</b>	<b>Reading Standards for Informational Text</b>
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<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	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.

<b>CONTENT STANDARD</b>	<b>WY.RF.4.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>BENCHMARK</b>		<b>Fluency</b>
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.

EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		<b>Text Types and Purposes</b>
GRADE LEVEL EXAMPLE	W.4.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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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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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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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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)

GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.4.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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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**CONTENT STANDARD** **WY.W.4. Writing Standards**

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>EXPECTATION</b>	L.4.2(a)	Use correct capitalization.
<b>EXPECTATION</b>	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION</b>	L.4.3(a)	Choose words and phrases to convey ideas precisely.
<b>EXPECTATION</b>	L.4.3(b)	Choose punctuation for effect.
<b>EXPECTATION</b>	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).
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	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.
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION</b>	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).
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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).

**Wyoming Content and Performance Standards****Language Arts****Grade 4 - Adopted: 2012****CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

BENCHMARK	Key Ideas and Details	
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

BENCHMARK	Craft and Structure	
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

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

**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

BENCHMARK	Range of Reading and Level of Text Complexity	
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.RF.4. Reading Standards: Foundational Skills**

BENCHMARK	Fluency	
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		
<b>Text Types and Purposes</b>		
<b>GRADE LEVEL EXAMPLE</b>		
EXPECTATION	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
<b>CONTENT STANDARD</b>		
<b>WY.W.4. Writing Standards</b>		
<b>BENCHMARK</b>		
<b>Production and Distribution of Writing</b>		
GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>CONTENT STANDARD</b>		
<b>WY.W.4. Writing Standards</b>		
<b>BENCHMARK</b>		
<b>Research to Build and Present Knowledge</b>		
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>		
<b>WY.W.4. Writing Standards</b>		
<b>BENCHMARK</b>		
<b>Research to Build and Present Knowledge</b>		
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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").
<b>CONTENT STANDARD</b>		
<b>WY.W.4. Writing Standards</b>		
<b>BENCHMARK</b>		
<b>Range of Writing</b>		
GRADE LEVEL EXAMPLE	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.

<b>CONTENT STANDARD</b>	<b>WY.SL.4. Speaking and Listening Standards</b>	
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<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.1.</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>SL.4.1(a)</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>EXPECTATION</b>	<b>SL.4.1(b)</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>EXPECTATION</b>	<b>SL.4.1(c)</b>	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.
<b>EXPECTATION</b>	<b>SL.4.1(d)</b>	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

<b>CONTENT STANDARD</b>	<b>WY.SL.4. Speaking and Listening Standards</b>	
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<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.2.</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.6.</b>	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.

<b>CONTENT STANDARD</b>	<b>WY.L.4. Language Standards</b>	
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<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>EXPECTATION</b>	<b>L.4.1(d)</b>	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
<b>EXPECTATION</b>	<b>L.4.1(f)</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

<b>CONTENT STANDARD</b>	<b>WY.L.4. Language Standards</b>	
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<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.4.	<b>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.</b>

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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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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 4 - Adopted: 2012

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		
<b>Text Types and Purposes</b>		
<b>GRADE LEVEL EXAMPLE</b>	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		
<b>Production and Distribution of Writing</b>		
<b>GRADE LEVEL EXAMPLE</b>	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		
<b>Research to Build and Present Knowledge</b>		
<b>GRADE LEVEL EXAMPLE</b>	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		
<b>Research to Build and Present Knowledge</b>		
<b>GRADE LEVEL EXAMPLE</b>	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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").

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		
<b>Range of Writing</b>		
<b>GRADE LEVEL EXAMPLE</b>	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.

<b>CONTENT STANDARD</b>	<b>WY.SL.4. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.1.</b>	<b>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.</b>
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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>CONTENT STANDARD</b>	<b>WY.SL.4. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.4.</b>	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.
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.6.</b>	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.
<b>CONTENT STANDARD</b>	<b>WY.L.4. Language Standards</b>	
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<b>CONTENT STANDARD</b>	<b>WY.L.4. Language Standards</b>	
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION</b>	L.4.3(a)	Choose words and phrases to convey ideas precisely.
<b>EXPECTATION</b>	L.4.3(b)	Choose punctuation for effect.
<b>EXPECTATION</b>	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).
<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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 15: Unit 5 Writing from Pictures, p. 119-124

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
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<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
<b>EXPECTATION</b>	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
<b>EXPECTATION</b>	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
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<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		
		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		
		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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").
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		
		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		
		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	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.
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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		
		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	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 16: Unit 5 Writing from Pictures, p. 125-128

## Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD	WY.SL.4. Speaking and Listening Standards	
BENCHMARK	Comprehension and Collaboration	
GRADE LEVEL EXAMPLE	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.
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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4. Speaking and Listening Standards	
BENCHMARK	Presentation of Knowledge and Ideas	
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	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.
CONTENT STANDARD	WY.L.4. Language Standards	
BENCHMARK	Knowledge of Language	
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).
CONTENT STANDARD	WY.L.4. Language Standards	
BENCHMARK	Vocabulary Acquisition and Use	
GRADE LEVEL EXAMPLE	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

# Wyoming Content and Performance Standards

## Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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.
EXPECTATION	W.4.3(c)	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing

GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.4.1.	<b>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.</b>

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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.4.3(a) Choose words and phrases to convey ideas precisely.

EXPECTATION L.4.3(b) Choose punctuation for effect.

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).

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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 18: Unit 6 Summarizing Multiple References, p. 135-142

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	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.)

**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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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**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	SL.4.1.	<b>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.</b>

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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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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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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**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

<b>GRADE LEVEL EXAMPLE</b>	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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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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**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

#### CONTENT STANDARD

##### WY.W.4. Writing Standards

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

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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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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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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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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#### CONTENT STANDARD

##### WY.W.4. Writing Standards

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	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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GRADE LEVEL EXAMPLE	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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#### CONTENT STANDARD

##### WY.W.4. Writing Standards

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**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").

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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**GRADE LEVEL EXAMPLE**      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.

**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

**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.

**EXPECTATION**      SL.4.1(b)      Follow agreed-upon rules for discussions and carry out assigned roles.

**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.

**EXPECTATION**      SL.4.1(d)      Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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**GRADE LEVEL EXAMPLE**      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.

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**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).

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.4.2(a) Use correct capitalization.

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.4.3(a) Choose words and phrases to convey ideas precisely.

EXPECTATION L.4.3(b) Choose punctuation for effect.

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).

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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 20: Unit 6 Summarizing Multiple References, p. 149-162

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

**CONTENT STANDARD** **WY.RI.4. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**CONTENT STANDARD**      **WY.RI.4.      Reading Standards for Informational Text**

<b>BENCHMARK</b>		
<b>Craft and Structure</b>		

GRADE LEVEL EXAMPLE      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.

**CONTENT STANDARD**      **WY.RI.4.      Reading Standards for Informational Text**

<b>BENCHMARK</b>		
<b>Integration of Knowledge and Ideas</b>		

GRADE LEVEL EXAMPLE      RI.4.8.      Explain how an author uses reasons and evidence to support particular points in a text.

**CONTENT STANDARD**      **WY.RI.4.      Reading Standards for Informational Text**

<b>BENCHMARK</b>		
<b>Range of Reading and Level of Text Complexity</b>		

GRADE LEVEL EXAMPLE      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.

**CONTENT STANDARD**      **WY.RF.4.      Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		
<b>Fluency</b>		

GRADE LEVEL EXAMPLE      RF.4.4.      Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION      RF.4.4(a)      Read on-level text with purpose and understanding.

EXPECTATION      RF.4.4(c)      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

<b>BENCHMARK</b>		
<b>Production and Distribution of Writing</b>		

GRADE LEVEL EXAMPLE      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.)

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

<b>BENCHMARK</b>		
<b>Research to Build and Present Knowledge</b>		

GRADE LEVEL EXAMPLE      W.4.8.      Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD**      **WY.W.4.      Writing Standards**

<b>BENCHMARK</b>		
<b>Research to Build and Present Knowledge</b>		

<b>GRADE LEVEL EXAMPLE</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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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<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.1.</b>	<b>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.</b>

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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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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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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<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.2.</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.4.</b>	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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<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.6.</b>	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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<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<b>EXPECTATION</b>	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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**CONTENT STANDARD** **WY.L.4.** **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

<b>EXPECTATION</b>	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** **WY.L.4.** **Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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 21: Unit 6 Summarizing Multiple References, p. 163-170

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

**CONTENT STANDARD** **WY.W.4.** **Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

<b>EXPECTATION</b>	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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<b>EXPECTATION</b>	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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<b>EXPECTATION</b>	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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<b>EXPECTATION</b>	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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<b>EXPECTATION</b>	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**CONTENT STANDARD** **WY.W.4.** **Writing Standards**

<b>BENCHMARK</b>			<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)	
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
CONTENT STANDARD	WY.W.4.	<b>Writing Standards</b>	
BENCHMARK		<b>Research to Build and Present Knowledge</b>	
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	
CONTENT STANDARD	WY.W.4.	<b>Writing Standards</b>	
BENCHMARK		<b>Research to Build and Present Knowledge</b>	
GRADE LEVEL EXAMPLE	W.4.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	
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").	
CONTENT STANDARD	WY.W.4.	<b>Writing Standards</b>	
BENCHMARK		<b>Range of Writing</b>	
GRADE LEVEL EXAMPLE	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.	
CONTENT STANDARD	WY.SL.4.	<b>Speaking and Listening Standards</b>	
BENCHMARK		<b>Comprehension and Collaboration</b>	
GRADE LEVEL EXAMPLE	SL.4.1.	<b>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.</b>	
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.	
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.	
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.	
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
CONTENT STANDARD	WY.SL.4.	<b>Speaking and Listening Standards</b>	

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

# Wyoming Content and Performance Standards

## Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	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.

CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
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BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
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BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	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.

CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
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BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT STANDARD	WY.W.4.	Writing Standards
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BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**    **WY.W.4. Writing Standards**

BENCHMARK	Research to Build and Present Knowledge	
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**    **WY.W.4. Writing Standards**

BENCHMARK	Research to Build and Present Knowledge	
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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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**CONTENT STANDARD**    **WY.SL.4. Speaking and Listening Standards**

BENCHMARK	Comprehension and Collaboration	
GRADE LEVEL EXAMPLE	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.

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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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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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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**CONTENT STANDARD**    **WY.SL.4. Speaking and Listening Standards**

BENCHMARK	Comprehension and Collaboration	
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**    **WY.SL.4. Speaking and Listening Standards**

BENCHMARK	Presentation of Knowledge and Ideas	
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GRADE LEVEL EXAMPLE	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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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**    **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD**    **WY.L.4. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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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**CONTENT STANDARD**    **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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.

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**    **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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 23: Unit 6 Summarizing Multiple References, p. 185-191

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 4 - Adopted: 2012

**CONTENT STANDARD**    **WY.W.4. Writing Standards**

BENCHMARK		Text Types and Purposes
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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").

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>	<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	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.

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.

EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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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**CONTENT STANDARD**      **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 4 - Adopted: 2012

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	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.

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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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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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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**CONTENT STANDARD****WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD****WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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****WY.L.4. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

**CONTENT STANDARD****WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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

**Wyoming Content and Performance Standards****Language Arts**

Grade 4 - Adopted: 2012

**CONTENT STANDARD****WY.W.4. Writing Standards**

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

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.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	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.

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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**CONTENT STANDARD** **WY.L.4. Language Standards**

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**CONTENT STANDARD** **WY.L.4. Language Standards**

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

CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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.

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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CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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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CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
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<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
GRADE LEVEL EXAMPLE	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.)

GRADE LEVEL EXAMPLE	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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<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
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<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	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.

<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
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<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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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<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
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<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.

<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	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.

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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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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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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**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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**GRADE LEVEL EXAMPLE**      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.

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

**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).

**EXPECTATION**      L.4.1(e) Form and use prepositional phrases.

**EXPECTATION**      L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

**EXPECTATION**      L.4.2(a) Use correct capitalization.

**EXPECTATION**      L.4.2(d) Spell grade-appropriate words correctly, consulting references as needed.

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

**EXPECTATION**      L.4.3(a) Choose words and phrases to convey ideas precisely.

**EXPECTATION**      L.4.3(b) Choose punctuation for effect.

**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).

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	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**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

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

**CONTENT STANDARD** **WY.SL.4. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**    **WY.L.4. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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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**CONTENT STANDARD**    **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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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**CONTENT STANDARD**    **WY.L.4. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	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**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>EXPECTATION</b>	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.
<b>EXPECTATION</b>	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<b>EXPECTATION</b>	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
<b>EXPECTATION</b>	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<b>EXPECTATION</b>	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	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.)
<b>GRADE LEVEL EXAMPLE</b>	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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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<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
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<b>BENCHMARK</b>		<b>Range of Writing</b>
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GRADE LEVEL EXAMPLE	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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<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.4.1.</b>	<b>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.</b>

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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EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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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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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<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
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<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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GRADE LEVEL EXAMPLE	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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<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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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EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
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EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		Conventions of Standard English
<b>GRADE LEVEL EXAMPLE</b>	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**EXPECTATION**      L.4.2(a)      Use correct capitalization.

**EXPECTATION**      L.4.2(d)      Spell grade-appropriate words correctly, consulting references as needed.

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		Knowledge of Language
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**EXPECTATION**      L.4.3(a)      Choose words and phrases to convey ideas precisely.

**EXPECTATION**      L.4.3(b)      Choose punctuation for effect.

**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).

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		Vocabulary Acquisition and Use
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**GRADE LEVEL EXAMPLE**      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 29: Unit 7 Inventive Writing, p. 227-234

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		Production and Distribution of Writing
<b>GRADE LEVEL EXAMPLE</b>	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**CONTENT STANDARD**      **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		Range of Writing
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GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.4.1.	<b>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.</b>

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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**CONTENT STANDARD**      **WY.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
GRADE LEVEL EXAMPLE	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.

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.4.2(a)	Use correct capitalization.

EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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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**CONTENT STANDARD** **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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 30: Unit 7 Inventive Writing, p. 235-239

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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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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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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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EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**CONTENT STANDARD** **WY.W.4. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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GRADE LEVEL EXAMPLE	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.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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").
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
GRADE LEVEL EXAMPLE	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.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	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.
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.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
<b>CONTENT STANDARD</b>	<b>WY.SL.4.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>

GRADE LEVEL EXAMPLE	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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**CONTENT STANDARD**    **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.4.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION	L.4.3(b)	Choose punctuation for effect.
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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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**CONTENT STANDARD**    **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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).