

# Main Criteria: Fix It! Grammar

Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grade: 4

## Fix It! Grammar

Week 01

### Wyoming Content and Performance Standards

#### Language Arts

Grade 4 - Adopted: 2012

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

##### BENCHMARK Range of Reading and Level of Text Complexity

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

##### 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 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.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.
<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>	<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(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>	<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>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.

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.
<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).

Week 02

**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>
<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>
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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.
<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.4.5.	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.SL.4.</b>	<b>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.

**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>
<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.

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

<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.

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<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.
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>
<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).

Week 03

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	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>
<b>GRADE LEVEL EXAMPLE</b>	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>Production and Distribution of Writing</b>
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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.
<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>	<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.</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>	<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(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>	<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>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>

<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>
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**

<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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>
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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**

**BENCHMARK**      **Vocabulary Acquisition and Use**

<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	<b>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).</b>
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Week 04

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

**BENCHMARK**      **Range of Reading and Level of Text Complexity**

<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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>
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**CONTENT STANDARD**      **WY.RF.4.**      **Reading Standards: Foundational Skills**

**BENCHMARK**      **Fluency**

<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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.
<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.4.5.	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.SL.4.</b>	<b>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.</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>	<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.</b>	<b>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>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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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<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>	<b>L.4.4.</b>	<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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<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>	<b>L.4.6.</b>	<b>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).</b>

Week 05

**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>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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**      **WY.RF.4. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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>Production and Distribution of Writing</b>
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.SL.4. Speaking and Listening Standards**

<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.

**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>
<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(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>	<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.

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	<b>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).</b>

Week 06

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

**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.
<b>CONTENT STANDARD</b>	<b>WY.RF.4.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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.
<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.4.5.	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.SL.4.</b>	<b>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.</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>	<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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EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
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**CONTENT STANDARD**      **WY.L.4.**      **Language Standards**

**BENCHMARK**      **Conventions of Standard English**

<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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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**

<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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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**

<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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>
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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**

**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).
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Week 07

## Language Arts

Grade 4 - Adopted: 2012

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

**BENCHMARK**      **Range of Reading and Level of Text Complexity**

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**

**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**      **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.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.4.6.	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>	<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.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
<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>	<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>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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.4.6.	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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Week 08

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>GRADE LEVEL EXAMPLE</b>	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT STANDARD**      **WY.RF.4.      Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	RF.4.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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<b>EXPECTATION</b>	RF.4.4(a)	Read on-level text with purpose and understanding.
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<b>EXPECTATION</b>	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>Production and Distribution of Writing</b>
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<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.
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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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<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>
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<b>EXPECTATION</b>	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.
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.
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**CONTENT STANDARD**      **WY.L.4. Language Standards**

**BENCHMARK**      **Conventions of Standard English**

GRADE LEVEL EXAMPLE	L.4.1.	<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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EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
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**CONTENT STANDARD**      **WY.L.4. Language Standards**

**BENCHMARK**      **Conventions of Standard English**

GRADE LEVEL EXAMPLE	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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).
<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>	<b>L.4.4.</b>	<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.

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.
<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>	<b>L.4.6.</b>	<b>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).</b>

Week 09

**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>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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>
<b>CONTENT STANDARD</b>	<b>WY.RF.4.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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.
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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.
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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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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>
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GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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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>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	<b>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).</b>

Week 10

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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**      **WY.RF.4.**      **Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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.
<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.4.5.	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.SL.4.</b>	<b>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.</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>	<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(e)	Form and use prepositional phrases.

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>	<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>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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.
<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>	<b>L.4.6.</b>	<b>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).</b>

Week 11

Wyoming Content and Performance Standards

Language Arts

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

**BENCHMARK**      **Range of Reading and Level of Text Complexity**

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**

**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**      **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.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.4.6.      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>	<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(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>	<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.

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	<b>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).</b>



**Wyoming Content and Performance Standards**

**Language Arts**

Grade 4 - Adopted: 2012

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

**BENCHMARK**      **Range of Reading and Level of Text Complexity**

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**

**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**      **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.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**

<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>
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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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EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
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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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EXPECTATION	L.4.2(a)	Use correct capitalization.
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EXPECTATION	L.4.2(b)	Use commas and quotation marks to mark direct speech and quotations from a text.
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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>
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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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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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<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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.
<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).

Week 13

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 4 - Adopted: 2012

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

**BENCHMARK**      **Range of Reading and Level of Text Complexity**

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**

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

<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.</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.

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

<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(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).

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

<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(c)	Use a comma before a coordinating conjunction in a compound sentence.
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>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	<b>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).</b>

Week 14

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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**      **WY.RF.4.**      **Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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.
<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.4.5.	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.SL.4.</b>	<b>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.</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>	<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(e)	Form and use prepositional phrases.

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
<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>	<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>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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.
<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>	<b>L.4.6.</b>	<b>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).</b>

Week 15

**CONTENT STANDARD**      **WY.RL.4. Reading Standards for Literature****BENCHMARK**      **Range of Reading and Level of Text Complexity**

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.
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**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.
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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**      **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.
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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**      **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.
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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>	<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(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>	<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.

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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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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>
<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(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
<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>	<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(b)	Use commas and quotation marks to mark direct speech and quotations from a text.
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>
<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>
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>
<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.
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.
<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).

### Week 17

## 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>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	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>
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	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.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<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.SL.4. Speaking and Listening Standards**

<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.

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

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

<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(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).

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

<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.

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	<b>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).</b>

Week 18

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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**      **WY.RF.4.**      **Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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.
<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.4.5.	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.SL.4.</b>	<b>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.</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>	<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(e)	Form and use prepositional phrases.

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>	<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(b)	Use commas and quotation marks to mark direct speech and quotations from a text.
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>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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.
<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>	<b>L.4.6.</b>	<b>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).</b>

Week 19



**CONTENT STANDARD**      **WY.RL.4. Reading Standards for Literature****BENCHMARK**      **Range of Reading and Level of Text Complexity**

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.
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**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.
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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**      **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.
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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.
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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.4.6.	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>	<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(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).

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

<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.

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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>
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).

Week 20

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

**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>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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>Production and Distribution of Writing</b>
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.SL.4.    Speaking and Listening Standards**

<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.</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>	<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(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
<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>	<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(b)	Use commas and quotation marks to mark direct speech and quotations from a text.
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>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.

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.
<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>	<b>L.4.6.</b>	<b>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).</b>

Week 21

**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>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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>
<b>CONTENT STANDARD</b>	<b>WY.RF.4.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.SL.4. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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>
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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.
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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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GRADE LEVEL EXAMPLE	L.4.1.	<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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EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
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**CONTENT STANDARD**      **WY.L.4. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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GRADE LEVEL EXAMPLE	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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>
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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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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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<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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>
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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>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	<b>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).</b>
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Week 22

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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>
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**CONTENT STANDARD**      **WY.RF.4. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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>Production and Distribution of Writing</b>
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.SL.4. Speaking and Listening Standards**

<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.

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

EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
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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>	<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.
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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>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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>	<b>L.4.4.</b>	<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>	<b>L.4.6.</b>	<b>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).</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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# Wyoming Content and Performance Standards

## Language Arts

Grade 4 - Adopted: 2012

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

#### BENCHMARK Range of Reading and Level of Text Complexity

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

#### 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 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.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.4.6.	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>	<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(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
<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>	<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>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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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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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Week 24

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.4.**      **Reading Standards: Foundational Skills**

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

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.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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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.
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.
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**CONTENT STANDARD**      **WY.L.4. Language Standards**

**BENCHMARK**      **Conventions of Standard English**

GRADE LEVEL EXAMPLE	L.4.1.	<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**

**BENCHMARK**      **Conventions of Standard English**

GRADE LEVEL EXAMPLE	L.4.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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>	<b>L.4.4.</b>	<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.
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	<b>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).</b>

Week 25

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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**      **WY.RF.4.**      **Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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>Production and Distribution of Writing</b>
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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.
<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>	<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.</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>	<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(e)	Form and use prepositional phrases.
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>	<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.

**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(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>
<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.
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>
<b>GRADE LEVEL EXAMPLE</b>	L.4.6.	<b>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).</b>

Week 26

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	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>
<b>GRADE LEVEL EXAMPLE</b>	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.
<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.4.5.	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.SL.4.</b>	<b>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.</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>	<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(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
<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>	<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>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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.
<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>	<b>L.4.6.</b>	<b>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).</b>

Week 27

## Wyoming Content and Performance Standards

### Language Arts

Grade 4 - Adopted: 2012

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

**BENCHMARK**      **Range of Reading and Level of Text Complexity**

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**

**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**      **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.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.4.6.      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>	<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(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>	<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.

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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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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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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Week 28

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

**BENCHMARK**      **Range of Reading and Level of Text Complexity**

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

**BENCHMARK**      **Fluency**

GRADE LEVEL EXAMPLE	RF.4.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**      **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.
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**CONTENT STANDARD**      **WY.SL.4.    Speaking and Listening Standards**

**BENCHMARK**      **Comprehension and Collaboration**

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>
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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.
<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>	<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(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
<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>	<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(b)	Use commas and quotation marks to mark direct speech and quotations from a text.
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>
<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>
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>
<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.
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.
<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).

Week 29

**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>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	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>
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	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.
<b>CONTENT STANDARD</b>	<b>WY.W.4.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<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.SL.4. Speaking and Listening Standards**

<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.

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

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

<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(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).

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

<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.



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

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	<b>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).</b>

Week 30

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 4 - Adopted: 2012**

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

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.4.10.</b>	<b>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**      **WY.RF.4.**      **Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.4.4.</b>	<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.
<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.4.5.	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.SL.4.</b>	<b>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.</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>	<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(e)	Form and use prepositional phrases.

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
EXPECTATION	L.4.1(g)	Correctly use frequently confused words (e.g., to, too, two; there, their).
<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>	<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>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<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>

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>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.4.</b>	<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.
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.

<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>	<b>L.4.6.</b>	<b>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).</b>