

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.L.4 Language Standards**
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	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 / COURSE **HI.CC.L.4 Language Standards**
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION / TOPIC	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION / TOPIC RF.4.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION / TOPIC W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

EXPECTATION / TOPIC W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION / TOPIC W.4.2(e) Provide a concluding statement or section related to the information or explanation presented.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / TOPIC W.4.9(b) Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

EXPECTATION / TOPIC 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 / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

UNIT 2: WRITING FROM NOTES Week 3 Page 23-30

**Hawaii Content and Performance Standards
Language Arts
Grade 4 - Adopted: 2010**

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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CONTENT STANDARD / COURSE **HI.CC.RL. Reading Standards for Literature 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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CONTENT STANDARD / COURSE **HI.CC.RL. Reading Standards for Literature 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION / TOPIC	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION / TOPIC	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION / TOPIC	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION / TOPIC	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC 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 / TOPIC SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.L.4 Language Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	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 / TOPIC	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC	L.4.2(a)	Use correct capitalization.
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EXPECTATION / TOPIC	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

EXPECTATION / TOPIC 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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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).

CONTENT STANDARD / COURSE **HI.CC.RL. Reading Standards for Literature 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CONTENT STANDARD / COURSE **HI.CC.RL. Reading Standards for Literature 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CONTENT STANDARD / COURSE **HI.CC.RL. Reading Standards for Literature 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION / TOPIC RF.4.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

EXPECTATION / TOPIC W.4.3(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC	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 / TOPIC	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION / TOPIC	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 / TOPIC	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 / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

EXPECTATION / TOPIC 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 / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE HI.CC.RF. Reading Standards: Foundational Skills 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION / TOPIC RF.4.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION / TOPIC W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

EXPECTATION / TOPIC W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC 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 / TOPIC SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION / TOPIC L.4.3(a) Choose words and phrases to convey ideas precisely.

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

EXPECTATION / TOPIC 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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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).

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 47-52

Hawaii Content and Performance Standards
Language Arts
Grade 4 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION / TOPIC RF.4.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION / TOPIC W.4.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION / TOPIC W.4.3(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

**CONTENT
STANDARD /
COURSE** **HI.CC.SL. Speaking and Listening Standards
4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT
STANDARD /
COURSE** **HI.CC.SL. Speaking and Listening Standards
4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 /
COURSE** **HI.CC.L.4 Language Standards
4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION / TOPIC L.4.3(a) Choose words and phrases to convey ideas precisely.

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

EXPECTATION / TOPIC 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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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).

UNIT 3: RETELLING NARRATIVE STORIES Week 7 Page 53-60

Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / COURSE **HI.CC.RF. Reading Standards: Foundational Skills**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION / TOPIC RF.4.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION / TOPIC W.4.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION / TOPIC W.4.3(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

**CONTENT
STANDARD /
COURSE** **HI.CC.SL. Speaking and Listening Standards
4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CONTENT
STANDARD /
COURSE** **HI.CC.SL. Speaking and Listening Standards
4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 /
COURSE** **HI.CC.L.4 Language Standards
4.**

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

EXPECTATION / TOPIC 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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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).

UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70

Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN

Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CONTENT STANDARD / COURSE HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / COURSE **HI.CC.RF. Reading Standards: Foundational Skills**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION / TOPIC RF.4.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION / TOPIC W.4.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION / TOPIC W.4.3(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
--	--	--

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION / TOPIC	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

EXPECTATION / TOPIC 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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.4 Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN	Vocabulary Acquisition and Use	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

Hawaii Content and Performance Standards
Language Arts
Grade 4 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	Key Ideas and Details	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN	Craft and Structure	
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION / TOPIC	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

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

EXPECTATION / TOPIC W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION / TOPIC	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / TOPIC W.4.9(b) Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION / TOPIC L.4.3(a) Choose words and phrases to convey ideas precisely.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
--	--	---------------------------------------

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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).

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE HI.CC.RF. Reading Standards: Foundational Skills 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION / TOPIC RF.4.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION / TOPIC W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

EXPECTATION / TOPIC W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC L.4.1(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION / TOPIC L.4.3(a) Choose words and phrases to convey ideas precisely.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION / TOPIC	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / TOPIC W.4.9(b) Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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**Hawaii Content and Performance Standards
Language Arts
Grade 4 - Adopted: 2010**

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION / TOPIC	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION / TOPIC W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

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

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / TOPIC W.4.9(b) Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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

CONTENT STANDARD / COURSE

HI.CC.SL. Speaking and Listening Standards
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / COURSE

HI.CC.L.4 Language Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

L.4.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION / TOPIC

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 / TOPIC

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

CONTENT STANDARD / COURSE

HI.CC.L.4 Language Standards
.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

L.4.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION / TOPIC

L.4.2(a) Use correct capitalization.

EXPECTATION / TOPIC

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC 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 / TOPIC 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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

CONTENT STANDARD / COURSE **HI.CC.RL. Reading Standards for Literature**
4.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

EXPECTATION / TOPIC	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
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EXPECTATION / TOPIC	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION / TOPIC	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
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EXPECTATION / TOPIC	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards**
4.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	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 / TOPIC	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**
.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.4.2(a)	Use correct capitalization.
EXPECTATION / TOPIC	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**
.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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**Hawaii Content and Performance Standards
Language Arts
Grade 4 - Adopted: 2010**

CONTENT STANDARD / COURSE **HI.CC.RL. Reading Standards for Literature**
4.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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 / COURSE **HI.CC.RF. Reading Standards: Foundational Skills**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION / TOPIC RF.4.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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EXPECTATION / TOPIC W.4.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION / TOPIC W.4.3(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / TOPIC W.4.9(b) Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC 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 / TOPIC SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	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 / TOPIC	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC	L.4.2(a)	Use correct capitalization.
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EXPECTATION / TOPIC	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

EXPECTATION / TOPIC 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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION / TOPIC RF.4.4(a) Read on-level text with purpose and understanding.

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION / TOPIC W.4.2(a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

EXPECTATION / TOPIC W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
--	--	---

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	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 / TOPIC	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION / TOPIC	L.4.3(a)	Choose words and phrases to convey ideas precisely.
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EXPECTATION / TOPIC	L.4.3(b)	Choose punctuation for effect.
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EXPECTATION / TOPIC	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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / COURSE	HI.CC.L.4 Language Standards	
STANDARD / PERFORMANCE INDICATOR / DOMAIN	Vocabulary Acquisition and Use	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Language Arts
Grade 4 - Adopted: 2010**

CONTENT STANDARD / COURSE	HI.CC.RI. Reading Standards for Informational Text 4.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN	Key Ideas and Details	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
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CONTENT STANDARD / COURSE	HI.CC.RI. Reading Standards for Informational Text 4.	
STANDARD / PERFORMANCE INDICATOR / DOMAIN	Craft and Structure	

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
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CONTENT STANDARD / COURSE **HI.CC.RI. Reading Standards for Informational Text 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / COURSE **HI.CC.RF. Reading Standards: Foundational Skills 4.**

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

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION / TOPIC	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION / TOPIC W.4.9(b) Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / TOPIC 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 / TOPIC SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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 / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	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 / TOPIC	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC	L.4.2(a)	Use correct capitalization.
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EXPECTATION / TOPIC	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

EXPECTATION / TOPIC 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 / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

EXPECTATION / TOPIC L.4.4(a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards**
4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION / TOPIC	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION / TOPIC	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	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 / TOPIC	L.4.1(e)	Form and use prepositional phrases.
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EXPECTATION / TOPIC	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC	L.4.2(a)	Use correct capitalization.
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EXPECTATION / TOPIC	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

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

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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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CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

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

EXPECTATION / TOPIC W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

EXPECTATION / TOPIC W.4.3(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.

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

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE HI.CC.SL. Speaking and Listening Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Comprehension and Collaboration

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

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards .

STANDARD / PERFORMANCE INDICATOR / DOMAIN Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC 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 / TOPIC L.4.1(e) Form and use prepositional phrases.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION / TOPIC L.4.3(a) Choose words and phrases to convey ideas precisely.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION / TOPIC	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION / TOPIC	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
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CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

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

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

L.4.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION / TOPIC

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 / TOPIC

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

EXPECTATION / TOPIC

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK

L.4.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

EXPECTATION / TOPIC

L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

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

EXPECTATION / TOPIC W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION / TOPIC W.4.2(e) Provide a concluding statement or section related to the information or explanation presented.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE HI.CC.W. Writing Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Range of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE HI.CC.SL. Speaking and Listening Standards 4.

STANDARD / PERFORMANCE INDICATOR / DOMAIN Comprehension and Collaboration

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

CONTENT STANDARD / COURSE HI.CC.L.4 Language Standards .

STANDARD / PERFORMANCE INDICATOR / DOMAIN Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC 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 / TOPIC L.4.1(e) Form and use prepositional phrases.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION / TOPIC L.4.2(a) Use correct capitalization.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION / TOPIC L.4.3(a) Choose words and phrases to convey ideas precisely.

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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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Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION / TOPIC	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION / TOPIC	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION / TOPIC	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / TOPIC	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CONTENT STANDARD / COURSE **HI.CC.W. Writing Standards 4.**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD / COURSE **HI.CC.SL. Speaking and Listening Standards 4.**

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards .**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / L.4.2(a) Use correct capitalization.
TOPIC

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

CONTENT STANDARD / COURSE **HI.CC.L.4 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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).