Main Criteria: Structure and Style for Students

Secondary Criteria: Hawaii Content and Performance Standards

Subject : Language Arts

Grade: 4

Structure and Style for Students

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

Hawaii Content and Performance Standards

Language Arts

CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICAT OR / 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	. Reading Standards: Foundational Skills
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Production and Distribution of Writing
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.
CONTENT STANDARD / COURSE	HI.CC.W. 4.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / W.4.8. GRADE LEVEL EXPECTATION / BENCHMARK

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

ST ANDARD / PERFORMANC E 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 /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 HI.CC.SL. Speaking and Listening Standards STANDARD / 4. COURSE

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. 4.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICAT OR / 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	HI.CC.SL. Speaking and Listening Standards
STANDARD /	4.

ST ANDARD / 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

ST ANDARD / PERFORMANC E 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 HI.CC.L.4 Language Standards STANDARD / .

COURSE

COURSE

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

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

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

ST ANDARD / PERFORMANC E 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

CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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	HI.CC.RI. Reading Standards for Informational Text
STANDARD /	4.
COURSE	

ST ANDARD / PERFORMANC E 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	HI.CC.RF. Reading Standards: Foundational Skills
STANDARD /	4.
COURSE	

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

TOPIC

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

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

ST ANDARD / PERFORMANC E 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	HI.CC.W.	Writing Standards

STANDARD / 4. COURSE

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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	HI.CC.SL. Speaking and Listening Standards
STANDARD /	4.
COURSE	

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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
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

ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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	HI.CC.RL. Reading Standards for Literature
STANDARD /	4.
COURSE	

ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Literature
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Literature
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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. 4.	Reading Standards: Foundational Skills
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards

STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards

STANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICAT OR / 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 HI.CC.L.4 Language Standards STANDARD / . COURSE

STANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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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UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

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CONTENT
STANDARD /
COURSE

HI.CC.RL. Reading Standards for Literature

ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Literature
STANDARD / PERFORMANC E 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. 4.	Reading Standards for Literature
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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. 4.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

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

COURSE		
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge

INDICATOR / W.4.8. GRADE LEVEL EXPECTATION / BENCHMARK

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

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN	Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

ST ANDARD / 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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
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
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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 / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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 HI.CC.L.4 Language Standards STANDARD / . COURSE

COOKSE		
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E INDICAT OR / 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 / PERFORMANC E 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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Hawaii Content and Performance Standards Language Arts

CONTENT	
STANDARD /	
COURSE	

COURSE		
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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 /	HI.CC.RI.	Reading Standards for Informational Text

STANDARD / 4. COURSE

ST ANDARD / PERFORMANC E 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. 4.	. Reading Standards: Foundational Skills
STANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD /		Writing Standards Text Types and Purposes
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR /		
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECT ATION	4.	Text Types and Purposes
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / EXPECTATION /	4. W.4.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN INDICAT OR / GRADE LEVEL EXPECT AT ION / BENCHMARK EXPECTATION / TOPIC EXPECTATION /	4. W.4.2. W.4.2(a) W.4.2(b)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN INDICAT OR / GRADE LEVEL EXPECT AT ION / TOPIC EXPECTATION / TOPIC EXPECTATION /	4. W.4.2. W.4.2(a) W.4.2(b) W.4.2(d)	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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. 4.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR /	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
GRADE LEVEL EXPECTATION / BENCHMARK		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ST ANDARD / 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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
ST ANDARD / 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
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECT ATION / 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / 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. TOPIC

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

COURSE

ST ANDARD / PERFORMANC E 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

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

 INDICATOR /
 RL.4.10.
 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text

 GRADE LEVEL
 complexity band proficiently, with scaffolding as needed at the high end of the range.

 EXPECTATION /
 BENCHMARK

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

STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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 /	HI.CC.SL 4.	. Speaking and Listening Standards

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

ST ANDARD / 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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
ST ANDARD / 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
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECT ATION / 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / 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. TOPIC

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

COURSE

ST ANDARD / PERFORMANC E 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

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

 INDICATOR /
 RL.4.10.
 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text

 GRADE LEVEL
 complexity band proficiently, with scaffolding as needed at the high end of the range.

 EXPECTATION /
 BENCHMARK

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

STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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 /	HI.CC.SL 4.	. Speaking and Listening Standards

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

ST ANDARD / 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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
ST ANDARD / 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
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECT ATION / 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / 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. TOPIC

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

COURSE

ST ANDARD / PERFORMANC E 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

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

 INDICATOR /
 RL.4.10.
 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text

 GRADE LEVEL
 complexity band proficiently, with scaffolding as needed at the high end of the range.

 EXPECTATION /
 BENCHMARK

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

STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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 /	HI.CC.SL 4.	. Speaking and Listening Standards

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

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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
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
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECT ATION / 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / 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. TOPIC

CONTENT HI.CC.L.4 Language Standards STANDARD / . COURSE Vocabulary Acquisition and Use STANDARD / PERFORMANC E INDICATOR / DOMAIN Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including INDICATOR / L.4.6. **GRADE LEVEL** those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic EXPECTATION / to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). BENCHMARK

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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD /	4.	Reading Standards for Informational Text Craft and Structure
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR /	4. RI.4.4.	-

CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	. Reading Standards: Foundational Skills
STANDARD /		Reading Standards: Foundational Skills
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR /	4. RF.4.4.	-
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN INDICAT OR / GRADE LEVEL EXPECT AT ION	4.	Fluency
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN INDICAT OR / GRADE LEVEL EXPECT AT ION / BENCHMARK	4. RF.4.4. RF.4.4(a)	Fluency Read with sufficient accuracy and fluency to support comprehension.
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN INDICAT OR / GRADE LEVEL EXPECT AT ION / BENCHMARK EXPECTATION / TOPIC	4. RF.4.4. RF.4.4(a) RF.4.4(c)	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN INDICAT OR / GRADE LEVEL EXPECT AT ION / TOPIC EXPECTATION / TOPIC CONTENT ST ANDARD /	4. RF.4.4. RF.4.4(a) RF.4.4(c) HI.CC.W. 4.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
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.L.4	Language Standards
STANDARD /		Conventions of Standard English
PERFORMANC E INDICATOR / DOMAIN		
PERFORMANC E INDICATOR /	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or
PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.1(f)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD /	L.4.1(f)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / DENCHMARK EXPECTATION / TOPIC CONTENT STANDARD / PERFORMANC E INDICATOR /	L.4.1(f) HI.CC.L.4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards
PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC CONTENT STANDARD / PERFORMANC E INDICATOR / GRADE LEVEL EXPECTATION	L.4.1(f) HI.CC.L.4	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and

STANDARD / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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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Hawaii Content and Performance Standards Language Arts Grade 4 - Adopted: 2010

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

ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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.

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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.

me guidance and support from adults, use technology, including the Internet, to produce and publish writing as
to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
n of one page in a single sitting.
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CONTENT STANDARD / COURSE	HI.CC.W. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards

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.

STANDARD / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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 12 Page 97-104
		Hawaii Content and Performance Standards Language Arts Grade 4 - Adopted: 2010
CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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 4.	. Reading Standards: Foundational Skills
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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. 4.	Writing Standards

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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 /	HI.CC.W. 4.	Writing Standards

STANDARD / 4. COURSE

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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. 4.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICAT OR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E INDICAT OR / 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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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	HI.CC.RI. Reading Standards for Informational Text
STANDARD /	4.
COURSE	

COURSE		
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text

STANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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. 4.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR /	RF.4.4.	
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION		Read with sufficient accuracy and fluency to support comprehension.

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

TOPIC

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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	HI.CC.SL.	. Speaking and Listening Standards

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

ST ANDARD / 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.L.4	Language Standards
STANDARD / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 /	L.4.3(b)	Choose punctuation for effect.

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

ST ANDARD / PERFORMANC E 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 / 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. TOPIC

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

ST ANDARD / PERFORMANC E 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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Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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.
CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	. Reading Standards: Foundational Skills
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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 /	HI.CC.W. 4.	Writing Standards

STANDARD / 4. COURSE

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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. 4.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E 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 /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).

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

ST ANDARD / PERFORMANC E 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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Hawaii Content and Performance Standards

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CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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.
CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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 / W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. TOPIC

CONTENT STANDARD / COURSE	HI.CC.W. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards

ST ANDARD / PERFORMANC E INDICAT OR / 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. 4.	Speaking and Listening Standards
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.L.4	Language Standards
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 /	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.

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

STANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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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Hawaii Content and Performance Standards

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CONTENT
STANDARD /
COURSE

HI.CC.RL. Reading Standards for Literature 4.

STANDARD / PERFORMANC E 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.4.3.	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. 4.	Reading Standards for Literature
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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.RI. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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.

ST ANDARD / COURSE	4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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. 4.	Reading Standards: Foundational Skills
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION		Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4(a)	
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION /	RF.4.4(a) RF.4.4(c)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	RF.4.4(a) RF.4.4(c) HI.CC.W.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD / COURSE ST ANDARD / PERFORMANC E INDICATOR /	RF.4.4(a) RF.4.4(c) HI.CC.W.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards

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

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

CONTENT STANDARD / COURSE	HI.CC.W. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
PERFORMANC E INDICATOR /	W.4.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.4.9 . W.4.9(a)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or
PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION /	W.4.9(a) W.4.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
PERFORMANC E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / TOPIC EXPECTATION / TOPIC CONTENT STANDARD /	W.4.9(a) W.4.9(b) HI.CC.W. 4.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). 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	

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.

ST ANDARD / PERFORMANC E 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 /	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

TOPIC

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

STANDARD / **Conventions of Standard English** PERFORMANC E INDICATOR / DOMAIN INDICATOR / Demonstrate command of the conventions of standard English capitalization, punctuation, and L.4.2. **GRADE LEVEL** spelling when writing. **EXPECTATION** / BENCHMARK 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 HI.CC.L.4 Language Standards STANDARD / . COURSE

STANDARD / PERFORMANC E 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 HI.CC.L.4 Language Standards STANDARD / COURSE

ST ANDARD / PERFORMANC E 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 / 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. TOPIC

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

STANDARD / PERFORMANC E 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.RL. Reading Standards for Literature 4.		
STANDARD / PERFORMANC E 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.4.3.	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	HI.CC.RL. Reading Standards for Literature		

STANDARD / 4. COURSE

 INDICATOR /
 RL.4.10.
 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text

 GRADE LEVEL
 complexity band proficiently, with scaffolding as needed at the high end of the range.

 EXPECTATION /
 BENCHMARK

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

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
ST ANDARD / 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 HI.CC.L.4 Language Standards STANDARD / . COURSE

STANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARKL.4.4.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

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

COURSE

GRADE LEVEL

EXPECTATION / BENCHMARK

ST ANDARD / PERFORMANC E INDICAT OR / 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 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2010

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

ST ANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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 /	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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.
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.
CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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. 4.	. Reading Standards: Foundational Skills
STANDARD / PERFORMANC E 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 / RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. TOPIC

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
ST ANDARD / 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. 4.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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
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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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 /		Vocabulary Acquisition and Use
PERFORMANC E INDICATOR / DOMAIN		vocabulary Acquisition and Ose
E INDICATOR /	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.
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION	L.4.4. L.4.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.4.4(a)	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.
E INDICATOR / DOMAIN INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC CONTENT STANDARD /	L.4.4(a)	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. 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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Hawaii Content and Performance Standards Language Arts Grade 4 - Adopted: 2010

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

STANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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.
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.
CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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.
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.
CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text

ST ANDARD / PERFORMANC E 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 HI.CC.RF. Reading Standards: Foundational Skills STANDARD / 4. COURSE

ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

 $\label{eq:expectation} \mbox{EXPECTATION} \ / \ \mbox{RF.4.4(a)} \ \mbox{Read on-level text with purpose and understanding.} \\ \mbox{TOPIC}$

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

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

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E INDICAT OR / 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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. 4.	Writing Standards
STANDARD / PERFORMANC		Range of Writing
E INDICATOR / DOMAIN		
	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.

ST ANDARD / 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. 4.	Speaking and Listening Standards
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. 4.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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
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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / 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. TOPIC

CONTENT STANDARD / COURSE	HI.CC.L.4 Language Standards		
ST ANDARD / PERFORMANC E 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 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170	

Hawaii Content and Performance Standards

Language Arts

Grade 4 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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. 4.	Reading Standards for Informational Text
STANDARD /	4.	Reading Standards for Informational Text Craft and Structure
ST ANDARD / COURSE ST ANDARD / PERFORMANC E INDICAT OR /	4.	-

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.
CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
ST ANDARD / PERFORMANC E 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.
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.
CONTENT STANDARD / COURSE	HI.CC.RI. 4.	Reading Standards for Informational Text
STANDARD / PERFORMANC E 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. 4.	. Reading Standards: Foundational Skills
STANDARD / PERFORMANC E 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 / RF.4.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. TOPIC

ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
ST ANDARD / 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.
GRADE LEVEL EXPECTATION		with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own
GRADE LEVEL EXPECTATION / BENCHMARK	SL.4.1(a)	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION /	SL.4.1(a) SL.4.1(b)	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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.
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC	SL.4.1(a) SL.4.1(b) SL.4.1(c)	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to
GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION / TOPIC EXPECTATION / TOPIC EXPECTATION / TOPIC	SL.4.1(a) SL.4.1(b) SL.4.1(c) SL.4.1(d)	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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.

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. 4.	Speaking and Listening Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
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
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
ST ANDARD / PERFORMANC E 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

ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E INDICATOR /		Vocabulary Acquisition and Use

INDICATOR /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).BENCHMARK	DOMAIN		
	GRADE LEVEL EXPECTATION /	L.4.6.	those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic

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CONTENT STANDARD / COURSE	HI.CC.W. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
STANDARD / PERFORMANC E INDICATOR / DOMAIN		Comprehension and Collaboration

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

 GRADE LEVEL
 quantitatively, and orally.

 EXPECTATION /
 BENCHMARK

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

ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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(b) Choose punctuation for effect. TOPIC

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

STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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 / W.4.3(b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. TOPIC

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

CONTENT STANDARD / COURSE	HI.CC.W. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
ST ANDARD / 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.L.4	Language Standards
STANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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 / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use

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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E INDICAT OR / 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 HI.CC.W. Writing Standards STANDARD / 4. COURSE

STANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
ST ANDARD / 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.L.4	Language Standards
ST ANDARD / PERFORMANC E 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
ST ANDARD / PERFORMANC E 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 HI.CC.L.4 Language Standards STANDARD / . COURSE

STANDARD / PERFORMANC E 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 / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK		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 /	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

CONTENT STANDARD / COURSE	HI.CC.W. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
ST ANDARD / 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.L.4	Language Standards
STANDARD / PERFORMANC E 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			
ST ANDARD / PERFORMANC E 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 / PERFORMANC E 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			
ST ANDARD / PERFORMANC E INDICATOR / DOMAIN		Vocabulary Acquisition and Use			

INDICATOR / L.4.6. GRADE LEVEL EXPECTATION / BENCHMARK 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Writing Standards
ST ANDARD / PERFORMANC E 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. 4.	Writing Standards
STANDARD / PERFORMANC E 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. 4.	Speaking and Listening Standards
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.L.4	Language Standards
STANDARD / PERFORMANC E 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 / PERFORMANC E 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		
ST ANDARD / PERFORMANC E 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	
ST ANDARD / PERFORMANC E 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).	