Structure and Style for Students

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

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

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

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

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

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

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

EALR **WA.RF.4.** **Reading Standards: Foundational Skills**

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

EALR **WA.W.4.** **Writing Standards**

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

EALR **WA.W.4.** **Writing Standards**

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

EALR **WA.W.4.** **Writing Standards**

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

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

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

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

EALR	**WA.SL.4.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Presentation of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

| **EALR** | **WA.L.4.** | **Language Standards** |

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

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

| **EALR** | **WA.L.4.** | **Language Standards** |

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

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

| **EALR** | **WA.L.4.** | **Language Standards** |

| **BIG IDEA / CORE CONTENT** | | **Vocabulary Acquisition and Use** |

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

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

| **EALR** | **WA.RI.4.** | **Reading Standards for Informational Text** |

| **BIG IDEA / CORE CONTENT** | | **Key Ideas and Details** |

| CORE CONTENT / CONTENT STANDARD | RI.4.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

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

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

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

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

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

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

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

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

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

CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.W.4.**	**Writing Standards**

BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**

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

EALR	**WA.W.4.**	**Writing Standards**

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

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

EALR	**WA.W.4.**	**Writing Standards**

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

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

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

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

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

EALR	WA.L.4. Language Standards	
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(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).

EALR	WA.L.4. Language Standards	

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

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

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CORE CONTENT / CONTENT STANDARD	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CORE CONTENT / CONTENT STANDARD	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

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

WA.RL.4. Reading Standards for Literature

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

EALR **WA.RF.4. Reading Standards: Foundational Skills**

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

EALR **WA.W.4. Writing Standards**

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

EALR	WA.W.4.	Writing Standards

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

EALR	WA.W.4.	Writing Standards

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

EALR	WA.W.4.	Writing Standards

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

EALR	WA.W.4.	Writing Standards

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

EALR	WA.SL.4.	Speaking and Listening Standards

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

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

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

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

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

EALR   **WA.L.4.** **Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English

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

EALR **WA.L.4.** **Language Standards**

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

EALR **WA.L.4.** **Language Standards**

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

EALR **WA.L.4.** **Language Standards**

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

EALR **WA.L.4.** **Language Standards**

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

UNIT 2: WRITING FROM NOTES Week 4 Page 31-38

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

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

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CORE CONTENT / CONTENT STANDARD	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CORE CONTENT / CONTENT STANDARD	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

BIG IDEA / CORE CONTENT		Craft and Structure

| CORE CONTENT / CONTENT STANDARD | 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. |

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

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

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.4.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

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

EALR   **WA.W.4.**   **Writing Standards**

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

EALR   **WA.W.4.**   **Writing Standards**

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

EALR   **WA.W.4.**   **Writing Standards**

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

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

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

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

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

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

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

BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

EALR	WA.L.4.	Language Standards

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

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

EALR	WA.L.4.	Language Standards

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

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

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

EALR	WA.L.4.	Language Standards

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

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

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

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

EALR	WA.L.4.	Language Standards

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

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

EALR	WA.L.4.	Language Standards

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

UNIT 2: WRITING FROM NOTES Week 5 Page 39-46

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

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

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

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

BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CORE CONTENT / CONTENT STANDARD	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.

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

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

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

EALR	WA.W.4.	Writing Standards

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

EALR **WA.W.4.** **Writing Standards**

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

EALR **WA.W.4.** **Writing Standards**

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

EALR **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge

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

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

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

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

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

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

EALR   **WA.L.4. Language Standards**

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

EALR   **WA.L.4. Language Standards**

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

EALR   **WA.L.4. Language Standards**

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

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

EALR   **WA.L.4.**   **Language Standards**

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

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

BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CORE CONTENT / CONTENT STANDARD	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

EALR	WA.RL.4. Reading Standards for Literature	
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.

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

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

EALR	WA.W.4. Writing Standards	
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

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

EALR	**WA.W.4.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**

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

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

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

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

WA.SL.4. Speaking and Listening Standards

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

EALR **WA.L.4. Language Standards**

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

EALR **WA.L.4. Language Standards**

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

EALR **WA.L.4. Language Standards**

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

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

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

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

EALR	**WA.L.4.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	**L.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

EALR	**WA.L.4.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

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

EALR	**WA.RL.4.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CORE CONTENT / CONTENT STANDARD	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

EALR	WA.RL.4. Reading Standards for Literature

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

EALR	WA.RL.4. Reading Standards for Literature

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

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

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

EALR	WA.W.4. Writing Standards

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

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

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

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

EALR	**WA.W.4.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**

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

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

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

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

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

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

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

EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

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

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

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

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

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

EALR	**WA.L.4.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Vocabulary Acquisition and Use**
CORE CONTENT / CONTENT STANDARD	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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EALR	**WA.RL.4.**	**Reading Standards for Literature**
BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
CORE CONTENT / CONTENT STANDARD	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

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

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

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

EALR   **WA.RF.4.** **Reading Standards: Foundational Skills**

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

EALR   **WA.W.4.** **Writing Standards**

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

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

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

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

EALR	**WA.W.4.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**

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

EALR   **WA.W.4.** **Writing Standards**

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

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

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

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

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

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

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

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

EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		**Knowledge of Language**
CORE CONTENT / CONTENT STANDARD	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

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

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

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

EALR	**WA.L.4.**	**Language Standards**

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

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

EALR	**WA.L.4.**	**Language Standards**

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

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

BIG IDEA / CORE CONTENT		**Key Ideas and Details**
CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

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

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

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

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

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

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

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

EALR   **WA.W.4.**   **Writing Standards**

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

EALR   **WA.W.4.**   **Writing Standards**

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

EALR   **WA.W.4.**   **Writing Standards**

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

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

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

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

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

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

EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.

EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

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

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

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

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

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

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

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

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

EALR   **WA.RF.4.**   **Reading Standards: Foundational Skills**

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

EALR   **WA.W.4.**   **Writing Standards**

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

EALR   **WA.W.4.**   **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing

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

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

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

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

EALR	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Comprehension and Collaboration

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

EALR   **WA.L.4.**   **Language Standards**

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

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

EALR   WA.L.4.   Language Standards

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

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

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

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

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

CORE CONTENT / CONTENT STANDARD	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.

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

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

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

EALR   **WA.RF.4.** **Reading Standards: Foundational Skills**

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

EALR   **WA.W.4.** **Writing Standards**

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

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

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

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

EALR	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

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

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

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

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

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

EALR   WA.L.4.   Language Standards

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

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

EALR   WA.L.4.   Language Standards

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

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

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

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

BIG IDEA / CORE CONTENT		Key Ideas and Details
CORE CONTENT / CONTENT STANDARD	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

| CORE CONTENT / CONTENT STANDARD | RI.4.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |

| **EALR** | **WA.RI.4.** | **Reading Standards for Informational Text** |

| **BIG IDEA / CORE CONTENT** | | **Craft and Structure** |

| CORE CONTENT / CONTENT STANDARD | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |

| CORE CONTENT / CONTENT STANDARD | 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. |

| **EALR** | **WA.RI.4.** | **Reading Standards for Informational Text** |

| **BIG IDEA / CORE CONTENT** | | **Integration of Knowledge and Ideas** |

| CORE CONTENT / CONTENT STANDARD | 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. |

| CORE CONTENT / CONTENT STANDARD | RI.4.8. | Explain how an author uses reasons and evidence to support particular points in a text. |

| **EALR** | **WA.RI.4.** | **Reading Standards for Informational Text** |

| **BIG IDEA / CORE CONTENT** | | **Range of Reading and Level of Text Complexity** |

| CORE CONTENT / CONTENT STANDARD | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

| **EALR** | **WA.RF.4.** | **Reading Standards: Foundational Skills** |

| **BIG IDEA / CORE CONTENT** | | **Fluency** |

| **CORE CONTENT / CONTENT STANDARD** | **RF.4.4.** | **Read with sufficient accuracy and fluency to support comprehension.** |

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

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

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

EALR	**WA.W.4.**	**Writing Standards**

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

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

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

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

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

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

EALR	WA.L.4.	Language Standards

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

EALR	WA.L.4.	Language Standards

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

EALR	WA.L.4.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

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

UNIT 5: WRITING FROM PICTURES Week 13 Page 105-112

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

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

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

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

EALR	**WA.RI.4.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**

CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

EALR	**WA.RF.4.**	**Reading Standards: Foundational Skills**

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

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

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

EALR	**WA.W.4.**	**Writing Standards**

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

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

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

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

EALR	**WA.W.4.**	**Writing Standards**

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

CORE CONTENT / CONTENT STANDARD	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CORE CONTENT / CONTENT STANDARD	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.
EALR	**WA.W.4.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
EALR	**WA.W.4.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Research to Build and Present Knowledge**
CORE CONTENT / CONTENT STANDARD	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text'').
EALR	**WA.W.4.**	**Writing Standards**
BIG IDEA / CORE CONTENT		**Range of Writing**
CORE CONTENT / CONTENT STANDARD	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
EALR	**WA.SL.4.**	**Speaking and Listening Standards**
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**
CORE CONTENT / CONTENT STANDARD	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
EALR	**WA.L.4.**	**Language Standards**

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

EALR   **WA.L.4.**   **Language Standards**

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

EALR   **WA.L.4.**   **Language Standards**

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

EALR   **WA.L.4.**   **Language Standards**

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

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

EALR	WA.L.4.	Language Standards

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

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

EALR	WA.L.4.	Language Standards

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

UNIT 5: WRITING FROM PICTURES Week 14 Page 113-124

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

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

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

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

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

BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

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

BIG IDEA / CORE CONTENT		**Text Types and Purposes**

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

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

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

EALR	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

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

EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		**Conventions of Standard English**
CORE CONTENT / CONTENT STANDARD	**L.4.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.2(a)	Use correct capitalization.

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

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

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

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

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

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

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

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

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

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

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

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

EALR	**WA.RI.4.**	**Reading Standards for Informational Text**
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**

CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

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

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

EALR   **WA.RF.4.** **Reading Standards: Foundational Skills**

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

EALR   **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		**Text Types and Purposes**
CORE CONTENT / CONTENT STANDARD	**W.4.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

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

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

EALR	WA.SL.4.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		**Comprehension and Collaboration**

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

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

EALR   **WA.L.4.**   **Language Standards**

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

EALR   **WA.L.4.**   **Language Standards**

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

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

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**

| CORE CONTENT / CONTENT STANDARD | RL.4.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

EALR   **WA.RF.4.**   **Reading Standards: Foundational Skills**

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

| CONTENT STANDARD / PERFORMANCE EXPECTATION | RF.4.4(a) | Read on-level text with purpose and understanding. |

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

EALR   **WA.W.4.**   **Writing Standards**

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

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

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

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

EALR   **WA.W.4.**   **Writing Standards**

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

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

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

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

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

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

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

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

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

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.

CORE CONTENT / CONTENT STANDARD	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

BIG IDEA / CORE CONTENT		**Range of Reading and Level of Text Complexity**

CORE CONTENT / CONTENT STANDARD	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

EALR	**WA.RF.4.**	**Reading Standards: Foundational Skills**

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

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

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

EALR	**WA.W.4.**	**Writing Standards**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EALR   **WA.L.4.**   **Language Standards**

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

EALR	WA.L.4.	Language Standards

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

EALR	WA.L.4.	Language Standards

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

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

EALR	WA.L.4.	Language Standards

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

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

EALR	WA.L.4.	Language Standards

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

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

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

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

BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.RI.4.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		**Integration of Knowledge and Ideas**
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CORE CONTENT / CONTENT STANDARD	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

EALR	WA.RF.4.	Reading Standards: Foundational Skills
BIG IDEA / CORE CONTENT		**Fluency**
CORE CONTENT / CONTENT STANDARD	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

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

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

EALR   **WA.W.4.** **Writing Standards**

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

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

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

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

EALR   **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		**Production and Distribution of Writing**

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

EALR   **WA.W.4.** **Writing Standards**

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

EALR   **WA.W.4.** **Writing Standards**

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

EALR   **WA.W.4.** **Writing Standards**

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

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

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

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

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

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

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

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

EALR   **WA.L.4.** **Language Standards**

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

EALR   **WA.L.4.** **Language Standards**

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

EALR   **WA.L.4.**   **Language Standards**

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

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

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

BIG IDEA / CORE CONTENT		Integration of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CORE CONTENT / CONTENT STANDARD	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

EALR **WA.RF.4.** **Reading Standards: Foundational Skills**

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

EALR **WA.W.4.** **Writing Standards**

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

EALR **WA.W.4.** **Writing Standards**

BIG IDEA / CORE CONTENT		Production and Distribution of Writing

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

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

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

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

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

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

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

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

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

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

EALR	**WA.L.4.**	**Language Standards**

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

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

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

EALR	**WA.L.4.**	**Language Standards**

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

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

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

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

EALR	**WA.L.4.**	**Language Standards**

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

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

EALR	WA.L.4.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use

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

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EALR	WA.W.4.	Writing Standards

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

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

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

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

EALR	WA.W.4.	Writing Standards

BIG IDEA / CORE CONTENT		Production and Distribution of Writing

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

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

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

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

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

EALR	WA.L.4.	Language Standards

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

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

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

EALR	WA.L.4.	Language Standards

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

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

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

EALR	WA.L.4.	Language Standards

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

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EALR	WA.W.4.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes

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

EALR	WA.W.4.	Writing Standards
BIG IDEA / CORE CONTENT		Text Types and Purposes
CORE CONTENT / CONTENT STANDARD	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

CORE CONTENT / CONTENT STANDARD	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.

EALR	**WA.W.4.**	**Writing Standards**

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

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

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

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

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

EALR	**WA.L.4.**	**Language Standards**

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

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.1(e)	Form and use prepositional phrases.

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

EALR	**WA.L.4.**	**Language Standards**

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

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

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

EALR	**WA.L.4.**	**Language Standards**

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

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

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

EALR	**WA.L.4.**	**Language Standards**

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

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EALR	**WA.W.4.**	**Writing Standards**

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

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

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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

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

EALR	**WA.L.4.**	**Language Standards**
BIG IDEA / CORE CONTENT		**Conventions of Standard English**

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

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

EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.4.3(b)	Choose punctuation for effect.

EALR	WA.L.4.	Language Standards

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

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EALR	WA.W.4.	Writing Standards

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

EALR	WA.W.4.	Writing Standards

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

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

CORE CONTENT / CONTENT STANDARD	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.

EALR	WA.W.4.	Writing Standards

BIG IDEA / CORE CONTENT		Range of Writing

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

EALR	WA.SL.4.	Speaking and Listening Standards

BIG IDEA / CORE CONTENT		Comprehension and Collaboration

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

EALR	WA.L.4.	Language Standards

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

EALR	WA.L.4.	Language Standards

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

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

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

EALR	WA.L.4.	Language Standards

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

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

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

EALR	WA.L.4.	Language Standards

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

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EALR	WA.W.4.	Writing Standards

BIG IDEA / CORE CONTENT		Text Types and Purposes

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

EALR   **WA.W.4.** **Writing Standards**

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

EALR   **WA.W.4.** **Writing Standards**

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

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

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

EALR	WA.L.4.	Language Standards

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

EALR	WA.L.4.	Language Standards

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

EALR	WA.L.4.	Language Standards

BIG IDEA / CORE CONTENT		Knowledge of Language

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

EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).